DOCUMENT RESUME

ED 398 117 SO 026 393

AUTHOR Abramowitz, Jack
TITLE Readings in American History (In Their Own Words), Book III. New Directions for the United States and Teacher's Guide.
REPORT NO ISBN-0-89525-863-3
PUB DATE 89
NOTE 97p.; For related documents in this series, see SO 026 391-394.
AVAILABLE FROM Educational Activities, Inc., PO Box 392, Freeport, NY 11520.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *American Indians; Civil Rights; *Civil War (United States); Cultural Pluralism; Elementary Education; Immigration; Indigenous Populations; Multicultural Education; Primary Sources; *Reconstruction Era; Resource Materials; *Slavery; *Social Studies; *United States History

ABSTRACT

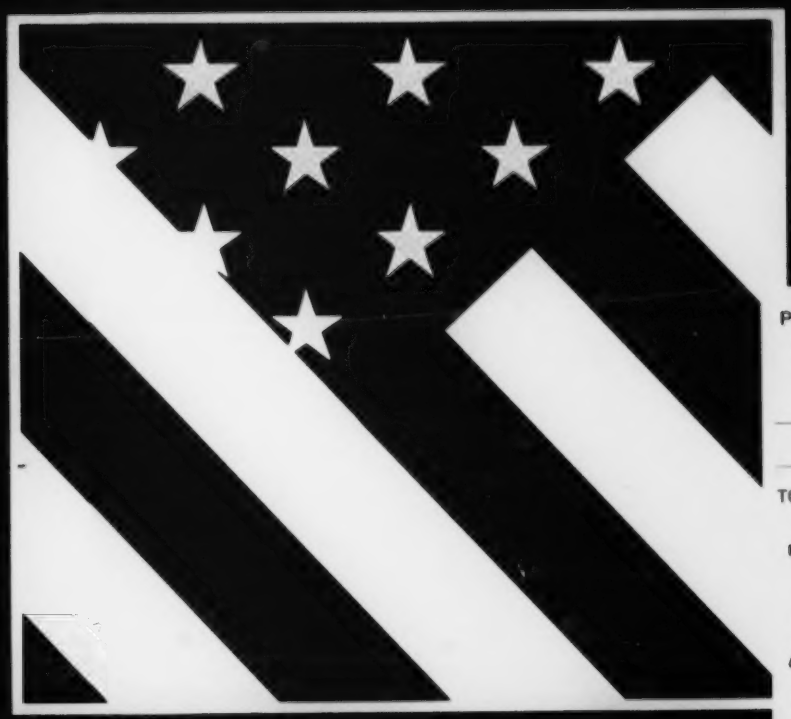
This skills-text is the third of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book 3 covers the period from the Civil War to 1900. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The volume includes: (1) "Slavery Divides the Nation"; (2) "Letters and Diaries from the Civil War"; (3) "Emancipation"; (4) "Black Soldiers in the Civil War"; (5) "The Effort at Reconstruction"; (6) "Westward Ho"; (7) "The Black Exodus of 1879"; (8) "A Century of Dishonor Toward Native Americans"; (9) "The Farmer's Revolt"; (10) "The Rise of Big Business"; (11) "The Rise of Labor Unionism"; (12) "The New Immigrants"; (13) "The Election of 1896"; and (14) "Imperialism and Racism." A review section, glossary, and teacher's guide are included. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

B263

New Directions for the United States

ED 398 117



SO 026 323

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
ALAN STERN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BOOK III

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, Ph.D.

EDUCATIONAL ACTIVITIES INC

BEST COPY AVAILABLE

TABLE OF CONTENTS

Lesson		Page
1	Slavery Divides the Nation	1
2	Letters and Diaries from the Civil War	7
3	Emancipation	12
4	Black Soldiers in the Civil War	17
5	The Effort at Reconstruction	22
6	Westward, Ho	27
7	The Black Exodus of 1879	33
8	A Century of Dishonor Toward Native Americans	38
9	The Farmer's Revolt	43
10	The Rise of Big Business	48
11	The Rise of Labor Unionism	53
12	The New Immigrants	58
13	The Election of 1896	64
14	Imperialism and Racism	69
	Review	74
	Glossary	77

© MCMLXXXIX by
Activity Records, Inc.
Freeport, NY

ISBN 0-89525-863-3

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means without permission in writing from the publisher.

Printed in the U.S.A.

Lesson 1

Slavery Divides The Nation

STEP 1

KEY WORDS: Look up these words in the Glossary.

abolish compromise equivocate
flog inferior orator
superior

THINK ABOUT THIS:

1. In what sense was the United States not united in the early 1800s?

2. How did the southern slaveowners feel about slavery?

3. How did the abolitionists feel about slavery?

READ THIS:

The United States was not entirely united in the early 1800s. A federal government had been established by the Constitution in order to unite the country. However, the nation was actually divided by its different sections.

The North, South, and West were the three sections of the United States. Each of these sections had its own interests. They worked out compromises on many issues, but it was difficult to agree on a compromise on slavery.

Senator John C. Calhoun of South Carolina, a former vice-president of the United States, argued that slavery was part of civilization. He wrote:

> "There has never yet existed a civilized society in which one portion of the community did not in fact live on the labor of the other."

Southerners argued that nature and God gave approval to slavery. In 1832, a Virginian named Thomas Dew wrote that:

> "It is the order of nature and of God that the being of superior knowledge, and therefore of superior power, should control those who are inferior."

The belief that they were superior to blacks was accepted by nearly all white Americans. The next step was to look upon slavery as a benefit to white Americans. William Harper, a leader of southern thinking in South Carolina, wrote in 1837:

> "Without [slavery] it is doubtful whether a white man would now be existing on this continent."

The majority of white Americans did not own slaves. Whites living in the North and West did not want slavery in their lands. However, they generally did not favor abolishing slavery.

Only a small group demanded the ending of slavery. The abolitionists, as they were called, were made up of free blacks joined by some whites in the North and West.

Frederick Douglass was a runaway slave who became one of the great abolitionist orators and leaders. He gave his view of slavery in these words:

> "The law gives the master absolute power over the slave. He may work him, flog him, hire him out, sell him, and [in certain cases]...kill him..."

The abolitionists saw their work to end slavery as a great crusade. This was perhaps best expressed by William Lloyd Garrison in the first issue of his paper *The Liberator*, in 1831. He wrote:

"I will be as harsh as truth, and as uncompromising as justice. On this subject I do not wish to think, to speak, or write, with moderation...I will not equivocate...I will not excuse...I will not retreat a single inch...AND I WILL BE HEARD."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Most Americans felt that slavery was bad, but that it could not be abolished.

____ 2. Abolitionists were in favor of ending slavery in the United States.

____ 3. Frederick Douglass presented the bad side of life under slavery.

____ 4. Southern slaveowners felt that slavery was approved by God.

____ 5. Most slaveowners were cruel.

STEP 2

KEY WORDS: Look up these words in the Glossary.

affirmed disunion
fugitive secession

THINK ABOUT THIS:

1. What group had the greatest control over life in the South?

2. What did southern leaders want?

3. How did the Supreme Court look upon slaves in the Dred Scott decision?

READ THIS:

There were about 2 million black slaves in the United States in 1830. That number rose to 4 million in 1860. Nearly all the black slaves were owned by southerners. However, not all southerners owned slaves.

Only about 25% of white southerners owned any slaves. Most southern slave owners held fewer than 10 blacks as slaves. A very small percentage of southerners owned more than fifty slaves. They were a small group, but they controlled life in the South.

Most white southerners believed in the need for:

...greater respect for states rights and less power for the federal government.

...acceptance of the right of slavery to exist and expand.

...enforcement of the fugitive slave laws regarding runaway black slaves.

An important issue arose in 1847 while the United States was at war with Mexico. Some members of Congress tried to keep slavery out of any lands that might be won from Mexico. This was bitterly opposed by southerners who defeated the proposal.

Representative Robert Toombs of Georgia warned in 1849 that:

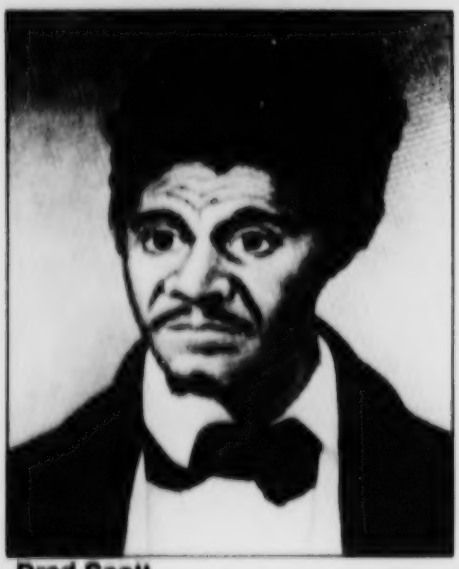
"...if by your legislation you seek to drive us from the territories of California and New Mexico...and to abolish slavery in this District [of Columbia]...I am for disunion."

In 1850, Senator John C. Calhoun warned:

"How can the Union be saved?...there is but one way...and that is by adopting such measures as will satisfy the states belonging to the Southern section that they can remain in the Union..."

In 1857, Chief Justice Roger B. Taney, a southerner, wrote the Supreme Court decision in the Dred Scott case. That decision stated that:

"...the right of property in a slave is distinctly and expressly affirmed in the Constitution. The right to traffic in it, like an ordinary article of merchandise and property, was guaranteed..."



Dred Scott

Those words by the Supreme Court expressed the views of the southern slaveowners. They felt that slaves were no more than pieces of property. Southern political leaders saw new dangers during the election of 1860. They feared the possible victory of the new Republican party and the election of Abraham Lincoln. A South Carolina newspaper attacked the Republican party and declared:

> "...we should not hesitate, but rise up with a single voice and proclaim...that we will be a free and independent people."

By 1860 most southerners accepted the idea of secession from the United States.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. Most Americans did not favor slavery.

____ 2. The Supreme Court looked upon slaves as property.

____ 3. Slaveowners wanted the right to expand into new territories.

____ 4. Most southerners did not own slaves.

____ 5. Many northerners were angered by the statements made by southerners.

STEP 3

KEY WORDS: Look up these words in the Glossary.

modification opposed paramount
preserving reject supremacy
unimpaired

THINK ABOUT THIS:

1. What were Lincoln's feelings about the preserving of the Union?

2. Why were Lincoln's views on the Union and slavery important for the nation?

3. What views did Lincoln hold about slavery?

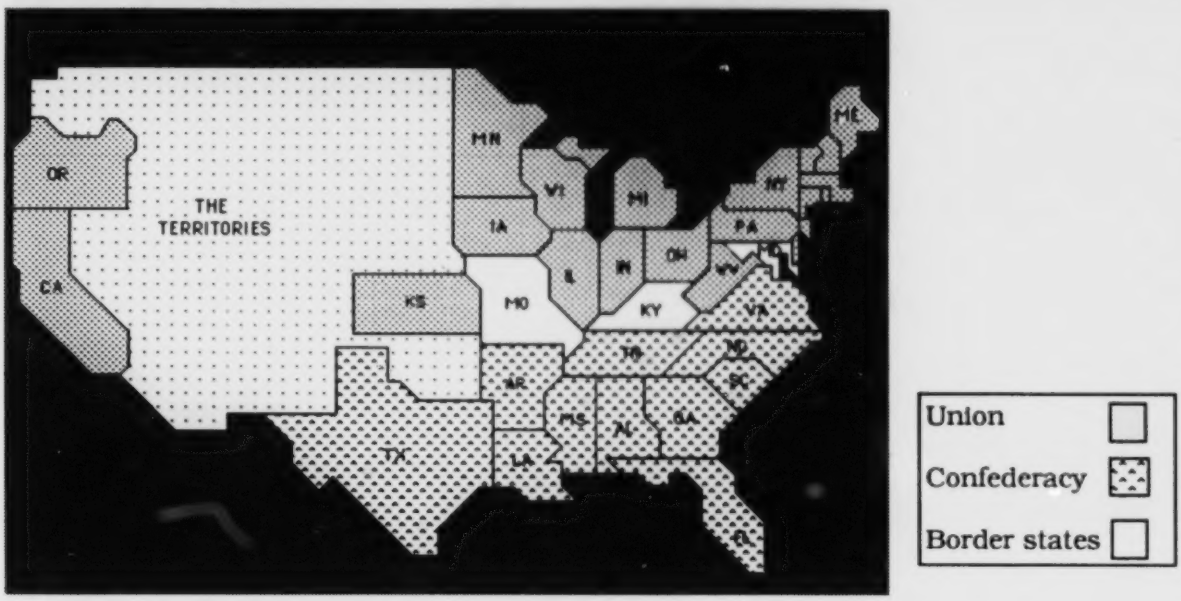
READ THIS:

Not all white southerners believed in slavery, and many did not want to leave the Union. There were people in western Virginia, Tennessee, Kentucky, and Maryland who were opposed to slavery. Many were strong Unionists.

Henry Winter Davis, a Maryland member of Congress rejected the idea of secession. In a speech in the House in 1861 he said:

> "...the Constitution of the United States and the laws made in pursuance thereof must be enforced; and they who stand across the path of that enforcement must either destroy the power of the United States or it will destroy them."

Northern and western political leaders did not always agree on their view of issues. But Abraham Lincoln probably represented the main points of their thinking. He was self-educated, but his command of the English language gave power to his words.



Lincoln rejected the southern idea that slavery was a "positive good." He once observed that:

> "Whenever I hear of anyone arguing for slavery, I feel a strong impulse to see it tried on him personally."

Northern and western people did not agree about many things. They were, however, united on the issue of preserving the Union. They were angered when Union forces in Fort Sumter were fired upon in 1861. That anger rose higher when southern states declared they were leaving the Union.

The House of Representatives tried to quiet southern fears in the hope of avoiding a civil war. But the House also warned of the need:

> "...to defend and maintain the supremacy of the Constitution, and to preserve the Union..."

These purposes, the House said, were to be accomplished:

> "...with all the dignity, equality, and rights of the several states unimpaired..."

Saving the Union became the main issue when the Civil War broke out in 1861. President Lincoln made that point in a letter to the *New York Tribune* in 1862. He stated his aims in these words:

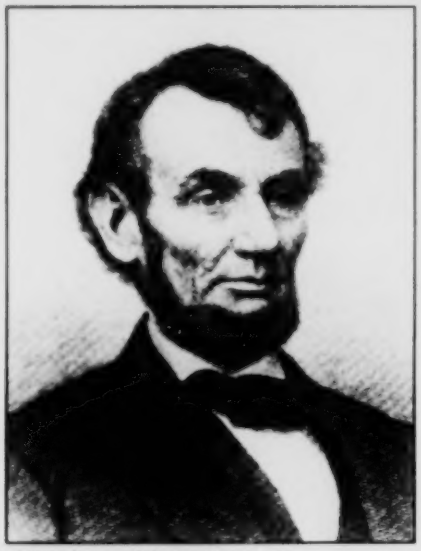
> "I would save the Union. I would save it the shortest way under the Constitution."

He stressed that:

> "My paramount object in this struggle is to save the Union, and it is neither to save or destroy slavery. If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that."

The president, like many Americans, saw saving the Union as the main issue. But Mr. Lincoln and the American people could not overlook the issue of slavery. In his letter to the *Tribune*, the president went on to say:

> "I intend no modification of my oft-expressed personal wish that all men, everywhere, could be free."



Abraham Lincoln

The president felt that saving the Union might put an end to slavery. Abolitionists wanted Mr. Lincoln to be more outspoken on the issue of ending slavery.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Most white Americans in the North and West did not like the South.

____ 2. President Lincoln said he would not free any slaves if that would save the Union.

____ 3. Lincoln's main purpose was to save the Union.

____ 4. Abolitionists wanted Lincoln to do more than free the slaves.

____ 5. The House of Representatives was weakened when southern states left the Union.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Saving the Union was a major issue to President Lincoln.

____ 2 The United States was divided on the issue of slavery.

____ 3. John Calhoun, a former vice-president of the United States, favored slavery.

____ 4. States' rights was an important issue to southerners.

____ 5. Congress wanted to bar slavery in lands that might be won from Mexico.

B. EXAMINING ISSUES

Choose the correct answers.

1. "On this subject I do not wish to think, to speak, or write with moderation..."

These words, written by William Lloyd Garrison, show that his views on slavery:

____ a. were not carefully thought out.

____ b. were fixed and were not likely to change.

____ c. expressed the ideas of many Americans.

2. "The right of a property in a slave is distinctly and expressly affirmed in the Constitution..."

This opinion by the Supreme Court in the Dred Scott case meant that:

____ a. slaves could not own property.

____ b. slavery was illegal in the United States.

____ c. slaves were property of their masters under the terms of the Constitution.

8

3. "My paramount object in this struggle is to save the Union, and it is neither to save or destroy slavery."

These words by President Lincoln meant that he felt:

_____ a. slavery was not an important issue.

_____ b. saving the Union was more important than the issue of slavery.

_____ c. the issue of slavery could destroy the Union.

4. "It is the order of nature and of God that the being of superior knowledge... should control those who are inferior."

This argument was made by those who believed that:

_____ a. all people were equal.

_____ b. blacks were inferior to whites.

_____ c. only God and nature could decide if a person was inferior or superior to others.

C. THE ISSUES INVOLVED

Answer (P) for POLITICAL, or (E) for ECONOMIC for each of the following statements.

_____ 1. "There has never yet existed a civilized society in which one portion of the community did not in fact live on the labor of the other."

_____ 2. "...if by your legislation you seek to drive us from the territories of California and New Mexico... I am for disunion."

_____ 3. "How can the Union be saved? ...there is but one way...and that is by adopting such measures as will satisfy the states belonging to the Southern section..."

_____ 4. "...we should not hesitate, but rise up with a single voice and proclaim... that we will be a free and independent people."

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. What were the main points made by southern slaveholders about slavery and states' rights? Give your answer in at least 75 words.

2. What do you think of Lincoln's wish to save the Union above all else? How do you think abolitionists felt about this? How do you think southern slaveholders felt about it? Give your answer in at least 100 words.

E. LOOKING AHEAD

Racism is a serious problem in the United States today. In your opinion, what things in the past have made racism a present day problem in the United States?

You might discuss this in class.

9

Lesson 2

Letters and Diaries from the Civil War

STEP 1

KEY WORDS: Look up these words in the Glossary.

coarse	competent	knave
mocked	tyrant	volunteer

THINK ABOUT THIS:

1. How did southerners feel about leaving the Union?

2. How did the North and West feel about the southern actions?

3. What problems did the volunteer soldiers face?

READ THIS:

Eleven southern states withdrew from the Union in 1861. They then formed the Confederate States of America. On April 12, 1861, South Carolina fired on the Union soldiers in Fort Sumter. The fort surrendered the next day. This marked the start of the Civil War.

Attack on Fort Sumter *New York Public Library*

Southerners cheered the fall of Fort Sumter. They mocked the Union and sang these words to the "Star-Spangled Banner":

> "The Star-Spangled Banner
> In disgrace shall wave
> O'er the land of the tyrant,
> And the home of the knave."

The North reacted toward the South with shock and anger. A Philadelphia lawyer wrote to a British friend that:

> "There is among us but one thought, one object, one end, one symbol– the Stars and Stripes."

Patriotism ran high in the West as well as in the North. A young woman wrote how an Ohio man had said:

> "...the West is all one great Eagle scream!"

Ulysses S. Grant, a West Point graduate, was living in Illinois. He had left the army and was working as a clerk in his father's store. Grant wrote to the Adjutant General of the army asking to be made an officer because:

> "Having served for fifteen years in the regular army...I have the honor, very respectfully, to tender my services, until the close of the war... I feel myself competent to command a regiment..."

Grant was given command of a regiment and rose rapidly to the rank of major-general. Lincoln would later promote him to the post of commander of all the Union forces.

Neither the South nor the North was ready for war. Except for West Point graduates there were few professional soldiers on either side. The ordinary private soldiers had to be trained and made ready for battle.

A Massachusetts volunteer noted that:

> "It takes a raw recruit some time to learn that he is not to think or suggest, but obey. Some never do learn..."

Changing to an army uniform was not always pleasant. The same volunteer found that:

> "My first uniform was a bad fit; my trousers were too long... the flannel shirt was coarse and unpleasant... while the overcoat made me feel like a little nib of corn amid [a lot of] husk..."

Army life could be unpleasant in more serious ways. A 16-year-old Wisconsin volunteer had this to say about his training camp in 1862:

> "The health of our Regiment is none too good. One man dies on an average every day... The food we get is to blame for our bad health..."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The North was as ready as the South for a war.

____ 2. Patriotism ran high in the North and West.

____ 3. The firing on Fort Sumter marked the start of the Civil War.

____ 4. The health of recruits could be in danger in the training camps.

____ 5. Grant was a good choice for commanding general.

STEP 2

KEY WORDS: Look up these words in the Glossary.

frantic fused morale
pickets vintage

THINK ABOUT THIS:

1. How did the songs of the time affect soldiers on both sides?

2. How did soldiers feel when going into battle?

READ THIS:

Morale was high on both sides in the first two years of the war. Union soldiers were uplifted by the words of the "Battle Hymn of the Republic," composed by Julia Ward Howe. They felt a sense of religious purpose when they sang:

> "Mine eyes have seen the glory
> Of the coming of the Lord:
> He is trampling out the vintage
> Where the grapes of wrath are stored,
> His truth is marching on..."

Confederate soldiers raised their spirits by singing and marching to the tune of "Dixie." Most parts of the South were ready to fight. John Tyler of Virginia was a former president of the United States. He had hoped there would be no secession, but when it came he wrote to his wife:

> "...there is a spirit abroad in Virginia which cannot be crushed..."

The actual fighting proved more horrible than the young soldiers had imagined it would be. An Ohio colonel described some narrow escapes in these words:

> "The hairbreadth escapes were very numerous...a 24 lb. shot passed within 18 inches of my head and ploughed into the ground 20 ft. beyond me."

11

A Texas Confederate soldier told of the terror of battle when:

> "All too soon the dreaded and fateful hour arrived; all too soon the whispered order, 'Forward,' was passed from man to man...and...the Confederate pickets moved slowly out into the open field in their front..."

The soldiers moved forward:

> "...every moment expecting to see the flash of a gun...and all awed by the fear the bravest men feel when confronting unknown danger..."

A Union officer reported on the terrible losses in a battle in these words:

> "Men and officers...are fused into a common mass, in the frantic struggle to shoot fast...The soldier who is shot looks around for help with an...agony of death on his face."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. "Battle Hymn of the Republic" was sung in the North and West.

____ 2. Morale was not high on either side during the early years of the war.

____ 3. "Dixie" was sung by Confederate soldiers.

____ 4. Even brave soldiers feared moving into battle.

____ 5. There were many narrow escapes in battle.

STEP 3

KEY WORDS: Look up these words in the Glossary.

bosh resented Zion

THINK ABOUT THIS:

1. How did some southerners feel about slavery and the war?

2. What kinds of attitudes did Union soldiers have toward black people?

3. What different kinds of attitudes did soldiers on both sides have about the war?

READ THIS:

The reality of battle changed the way people looked at the war. In some cases there was anger and bitterness.

Southern soldiers often resented the fact that some slave owners were excused from army service. This led to the charge that it was a "rich man's war, but a poor man's fight."

A Confederate officer from Virginia fighting in eastern Tennessee wrote that slaveowners there:

> "...regard it as a war to protect their property in slaves and when they are lost take no further interest in it..."

The realities of war also had an effect upon Union soldiers. Racism and anti-black prejudice showed up in the letters and diaries of many Union officers and private soldiers.

A Pennsylvania soldier explained his feelings in a letter home:

> "I used to be something of an abolitionist myself, but I've got so lately that I don't believe it is policy to sacrifice everything to the (black race)."

Many Union soldiers probably felt the same. However, there were also some who kept their sense of purpose. The young Wisconsin soldier who had written of hardships in training was on duty in Kentucky in 1863. He reported talking to an old slave who said:

"...his master sold his wife and children...he was tied to to the whipping post, stripped and given 40 lashes. The next night he ran to the swamps. The bloodhounds were put on his track...He showed me a gash on one of his hips where one of the hounds hung onto him until he nearly bled to death..."

Some of his fellow soldiers called such stories "all bosh," but the young soldier felt they were true because:

"...this story was just like the ones in *Uncle Tom's Cabin*, and I believe them."

The war ground on and thousands of young men on both sides were killed or maimed. Those who were left wondered if they would ever live to go home. A turning toward religion took place in both armies. In 1864 a minister with a Confederate unit wrote:

"Everywhere, you hear around the camp-fires at night the sweet songs of Zion..."

Religious feeling also brought hope to the soldiers that:

"...if the enemy should attempt to advance, that God will fight our battles for us."

Years later, long after the war, some ex-soldiers saw the war as a great adventure. Oliver Wendell Holmes of Boston was badly wounded in battle. He later became one of the greatest Supreme Court justices. Looking back at the war he felt that:

"The generation that carried on the war has been set aside by its experiences. Through our great good fortune our hearts were touched with fire."

Such thoughts were held by few soldiers in 1865. By then, soldiers on both sides were expressing their war-weariness in a song composed by a northerner. The song called "Tenting Tonight," told the true feelings of the soldiers who had marched, fought, and died for four long years.

"Many are the hearts that are weary tonight
Wishing for the war to cease;
Many are the hearts looking for the right,
To see the dawn of peace.
Dying tonight, dying tonight,
Dying on the old camp ground."

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. Confederates disliked the war more than the Union soldiers disliked it.

____ 2. There was much racism in the Union Army.

____ 3. Many Union soldiers did not believe the stories told by ex-slaves.

____ 4. Oliver Wendell Holmes was a brave soldier.

____ 5. Many soldiers turned to religion during the war.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The firing on Fort Sumter marked the start of the Civil War.

____ 2. People's feelings about the war changed as the war went on.

____ 3. Soldiers in the Civil War came from all parts of the country.

____ 4. Many Union soldiers came in contact with black slaves for the first time.

____ 5. The feelings of soldiers were expressed in the songs of the time.

B. EXAMINING ISSUES

Choose the correct answers.

1. "...the West is all one great Eagle scream!"

These words mean that the people of the West:

____ a. talked much about the war.

____ b. were ready to defend the Union against the South.

____ c. did not want war with the South.

2. "Mine eyes have seen the glory
Of the coming of the Lord:
He is trampling out the vintage
Where the grapes of wrath are stored...
His truth is marching on."

These words in the song "Battle Hymn of the Republic" meant that Union supporters were being told that:

____ a. religion was very important to people during a war.

____ b. the defense of the Union was to be seen as a call from God.

____ c. war and religion were part of life.

3. ""Through our great good fortune our hearts were touched with fire."

These words by Oliver Wendell Holmes meant that he believed that:

____ a. the war had given those who fought in the war a special sense of life.

____ b. he had been lucky to come out of the war alive.

____ c. the war had done more good than harm.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. Compare the words from "Battle Hymn of the Republic" with the words from "Tenting Tonight." What differences do you see in the message of these two popular songs of the Civil War period? Give your answer in at least 100 words.

2. Compare the following statements by a Confederate and two Union soldiers. What does it tell you about the views they held? Give your answer in at least 100 words.

"They regard it as a war to protect their property in slaves and when they are lost take no further interest in it."

"I used to be something of an abolitionist myself, but I've got so lately that I don't believe it is policy to sacrifice everything to the (black race)."

"...this story was just like the ones in *Uncle Tom's Cabin*, and I believed them."

D. LOOKING AHEAD

It is now more than 120 years since the end of the Civil War. Why do you think it is still written about in hundreds of books each year? Also, what did you learn in this lesson that you did not know before?

You might discuss these things in class.

14

Lesson 3

Emancipation

STEP 1

KEY WORDS: Look up these words in the Glossary.

abstain critics

THINK ABOUT THIS:

1. How did Lincoln feel about slavery?
2. Which slaves were set free by the Emancipation Proclamation?
3. How did black Americans look upon the Proclamation?

READ THIS:

Two direct causes of the Civil War were:

1. The acts of secession by eleven southern states in 1861.

2. The firing by Confederates upon Fort Sumter in April, 1861.

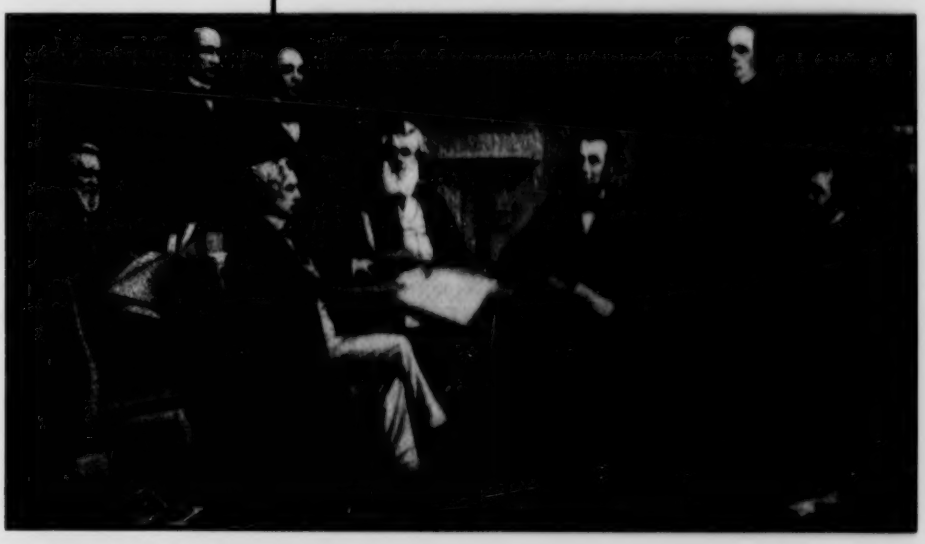
The South always saw slavery as a key issue. Most northerners, including Lincoln, tried to avoid directly attacking slavery. They feared any anti-slavery action would lead the border states of Maryland, Delaware, Missouri, and Kentucky to join the Confederacy. Lincoln expressed his view in a letter to the *New York Tribune* when he wrote:

> "My paramount object in this struggle is to save the Union, and it is not either to save or destroy slavery."

In spite of Lincoln's wishes, the issue of slavery remained alive. The ideas of the abolitionists were now partly accepted by many people. Some wanted to free the slaves in order to punish the South. Others felt there could never be peace so long as slavery was allowed to continue.

By September, 1862, President Lincoln felt some action had to be taken. He summoned his Cabinet and told them:

> "When the rebel army was at Frederick, I determined, as soon as it should be driven out of Maryland, to issue a Proclamation of Emancipation."



Lincoln reading the Emancipation Proclamation to his Cabinet.

Library of Congress

He went on to tell the Cabinet members:

> "I do not wish your advice about the main matter – for that I have determined for myself..."

The Proclamation which was issued on that day declared:

> "That on the 1st day of January, A.D., 1863, all persons held as slaves within any State or...part of a State...in rebellion against the United States shall be then, thenceforward and forever free..."

The Proclamation went on to ask those being set free:

> "...to abstain from all violence, unless in necessary self-defense; and...in all cases when allowed, they labor faithfully for reasonable wages..."

Finally, the president moved to grant fuller rights to the ex-slaves by declaring:

> "...that such persons of suitable condition will be received into the armed service of the United States..."

The Proclamation did not actually free ALL slaves. It gave freedom only to slaves held in areas that had left the Union. Some critics pointed out that the Proclamation would actually free very few slaves. Slavery would remain in the border states that had not seceded. Slaves in the seceded states would not be freed until those areas were conquered by Union troops.

In spite of such shortcomings, the news of the Proclamation caused a stir in Europe as well as America. A meeting of workers in Manchester, England sent Mr. Lincoln a message stating:

> "...we congratulate you and your country...We assume that you cannot now stop short of a complete uprooting of slavery."

The word that a Proclamation of Emancipation was near spread quickly among blacks. This was noted by a white northern lady in the South. She was engaged in work among blacks in a Union-occupied area of South Carolina. When she asked her black coachman how he felt about the news he replied, "Most beautiful, Missus, unspeakable." He went on to explain, "I am burning inward, madam."

Very different feelings existed among southern whites. They feared that news of the Proclamation would lead to a slave uprising. Confederate soldiers from Mississippi asked to be allowed to return home because:

> "We deem it highly necessary that we should be there for the defense of our families..."

They noted that:

> "...the negroes are making their brags that by the first of January they will be free as we are and a general outbreak is expected about that time."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. The Emancipation Proclamation set all slaves free after 1863.

____ 2. Lincoln's main wish was to save the Union.

____ 3. The English workers asked that Lincoln set all slaves free.

____ 4. The firing on Fort Sumter was a direct cause of the Civil War.

____ 5. Lincoln sought the advice of his Cabinet about the Emancipation Proclamation.

STEP 2

KEY WORDS: Look up these words in the Glossary.

Caucasian classical emotional
insurrection perish servile
timbrel triumphed unwarrantable

THINK ABOUT THIS:

1. How did black Americans greet the Proclamation in Boston and Washington, D.C.?

2. What evidences of racism can be seen in the attitudes of those in the North and South who were against the Proclamation?

3. How did Charlotte Forten feel about the parade by black soldiers in South Carolina?

READ THIS:

The fears of southern whites were totally unlike the joy of the northern black communities. On the night the Proclamation was to be issued, a meeting of ex-slaves was held in Washington, D.C. The blacks attending the meeting had fled from southern slavery. One of their leaders called out:

> "Friends, don't you see the han' of God in this? Haven't we a right to rejoice? You all know you couldn't have such a meetin' as this down in Dixie?...I have a right to rejoice; an' so have you; for we shall be free in jus' about five minutes."

In another part of Washington, D.C., the Rev. Henry Turner, a black minister, rushed to his church. In his hand was a copy of the Proclamation that was to go into effect at midnight. His followers:

> "...raised a shouting cheer that was almost deafening..."

A companion read the Proclamation "...with great force and clearness." While it was being read:

> "...every kind of demonstration...was going on...white and colored people shook hands, songs were sung, and by this time cannons began to fire at the navy-yard...great processions of colored and white men marched to and fro and passed in front of the White House and congratulated President Lincoln..."

The Rev. Turner concluded with the thought that:

> "It was indeed a time of times. Nothing like it will ever be seen again in this life..."

Another emotional scene took place that night in Boston, the "home" of abolitionism. A mass meeting was held at the Tremont Temple to greet the Proclamation at midnight. When the last day of 1862 gave way to the first minute of 1863, wild cheering broke out. The vast crowd broke into a classical song whose words proclaimed:

> "Sound the loud timbrel o'er Egypt's dark sea. Jehovah hath triumphed, His children are free."

Joy was not expressed everywhere in the North. In Illinois the state legislature, controlled by pro-slavery sympathizers, passed a Resolution that declared:

> "...the emancipation proclamation of the President...is as unwarrantable in military as in civil law...The proclamation invites servile insurrection as an element in this emancipation crusade..."

Southerners were outraged that the Proclamation had actually been issued. Mary Jones of Georgia warned that it would bring suffering to blacks because:

> "All history...proves them incapable of self-government; they perish when brought in conflict with the... superiority of the Caucasian race..."

New York Public Library

In 1863, *Harper's Weekly* printed this view of a hopeful future (center and right), with scenes from the terrible past (left).

That statement would have been challenged by blacks, especially those who had lived as free persons. One such person was Charlotte Forten, the granddaughter of a black Revolutionary War veteran. She was present at a Union training camp in South Carolina where a celebration was held. A new black regiment composed of ex-slaves was given its regimental flags as the 1st South Carolina Volunteers. She told how those present:

> "...of their own accord, commenced singing 'My Country 'tis of Thee.' It was a touching, beautiful incident and sent a thrill through all our hearts."

The celebration of the Emancipation Proclamation by the black soldiers ended with a parade. As the soldiers marched past, Charlotte Forten later recalled that:

> "To us it seemed as strange as a miracle."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Charlotte Forten was proud of the black soldiers who were parading.

____ 2. Ex-slaves made good soldiers.

____ 3. Southerners felt emancipation would hurt black people.

____ 4. Blacks were more patriotic than white people during the Civil War.

____ 5. Southern soldiers feared the Emancipation Proclamation would lead to slave revolts in the South.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The Emancipation Proclamation went into effect on January 1, 1863.

BEST COPY AVAILABLE

_____ 2. The Emancipation Proclamation was a great step forward though it did not really free many slaves.

_____ 3. Lincoln told his Cabinet about his plan to issue the Proclamation.

_____ 4. A black military unit was in training as Union soldiers in South Carolina.

_____ 5. Southerners and pro-southern groups in the North were angered by the Proclamation.

B. EXAMINING ISSUES

Choose the correct answers.

1. "...all persons held as slaves within any State or...part of a State...in rebellion against the United States shall be then, thenceforward and forever free..."

These words in the Emancipation Proclamation meant that:

_____ a. all slaves in the South were to be freed soon.

_____ b. only slaves in areas of rebellion were to be freed.

_____ c. rebellion had nothing to do with slaves being freed.

2. "The proclamation invites insurrection as an element in this emancipation crusade..."

These words by the Illinois state legislature meant that they:

_____ a. hoped for a slave revolt.

_____ b. feared the Emancipation Proclamation would lead to terrible slave revolts.

_____ c. favored emancipation, but did not want a slave revolt.

3. "Jehovah hath triumphed, His children are free."

These words, sung in Boston, to celebrate the Proclamation, meant that:

_____ a. religion was important.

_____ b. freeing the slaves was carrying out the will of God.

_____ c. the slaves were a very religious people.

4. "To us it seemed as strange as a miracle."

Charlotte Forten used these words to describe:

_____ a. the Civil War.

_____ b. the issuing of the Emancipation Proclamation.

_____ c. the sight of black ex-slaves parading in their Union army uniforms.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. Were black people justified in their joy at the issuing of the Emancipation Proclamation? Give at least 2 reasons for your answer in 75 or more words.

2. In what sense did the Emancipation Proclamation give a new purpose to the Civil War? Give your answer in at least 75 words.

D. LOOKING AHEAD

It has been said that few people today really understand what was in the Emancipation Proclamation. Did you learn anything new about this great document? Do you think it is important to us today?

You might discuss these points in class.

Lesson 4

Black Soldiers in the Civil War

STEP 1

KEY WORDS: Look up these words in the Glossary.

commended enrollment
recruitment teamsters

THINK ABOUT THIS:

1. How many blacks lived in the United States in 1861? How many were slaves and how many were free?

2. How did blacks contribute to the Union effort in the Civil War?

READ THIS:

There were about 4 million black slaves in the United States in 1861. Nearly all those slaves lived in the southern states. There were also about 488,000 free blacks in the United States. They were nearly equally divided between the North and South.

By 1863 it was clear that a Union victory would mean an end to slavery. However, little was done to enlist blacks in 1861 and 1862. The official recruitment of blacks did not get under way until 1863. Things moved rapidly after that.

By October, 1864, there were 140 regiments of black soldiers. They were nearly all led by white officers. When the war ended in 1865 there were about 185,000 black Union soldiers. Most of their officers were whites, but there were also more than 7,000 black officers. Black soldiers fought in 30 major battles and 449 engagements.

There were about 29,000 blacks in the Union navy. This was one-fourth of the total navy enrollment. Another 200,000 black men and women worked as teamsters, laborers, servants, and cooks for the Union army.

Many blacks were killed in battle, but most died from disease. Disease was the worst killer of all soldiers in the Civil War. Death from disease struck hardest at the black units. They usually received the poorest food and least medical aid. About 68,000 blacks died in the war.

Black regiments often fought well and many were commended for their actions. Sixteen black soldiers and four black sailors won the nation's highest award, the Congressional Medal of Honor.

Black soldiers were not welcomed by many Union army officers and soldiers. A colonel in an Illinois regiment wrote:

Battery A, 2nd U.S. Colored Artillery

Chicago Historical Society

"The truth is, none of our soldiers seem to like the idea of arming the Negroes. Our boys say this [is] a white man's war and the Negro has no business in it...we don't care to fight side by side with them..."

In spite of this feeling, the colonel went on to say:

"However, if Old Abe thinks it is the best thing to do, all right; we will stand by him. Lincoln is solid with the boys all right."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

_____ 1. Black soldiers fought harder than the white soldiers in the Union army.

_____ 2. Most blacks in the United States in 1861 were living in slavery.

_____ 3. The United States did not try to enlist blacks as soldiers at the start of the Civil War.

_____ 4. Most black soldiers who died in the Civil War lost their lives because of disease.

_____ 5. Union army officers had less understanding than southerners about blacks.

STEP 2

KEY WORDS: Look up these words in the Glossary.

bondsmen capacity prejudice quaking

THINK ABOUT THIS:

1. How did Harriet Tubman help the Union army?

2. What was the importance of the black regiments to the Union cause?

3. How did black soldiers look upon the Civil War?

READ THIS:

Prejudice against black soldiers existed in many Union army regiments. However, the value of black soldiers was soon apparent. The 2nd South Carolina Volunteers was made up of ex-slaves. The regiment enlisted the help of Harriet Tubman, an ex-slave who had helped slaves flee the South before the Civil War. She now helped the regiment in raids on Southern areas to free slaves. Her efforts in gathering information led one of the Confederate officers to write that:

"The enemy seems to have been well posted as to the character and capacity of our troops..."

Two well-known black units came from Massachusetts. They were the 54th and 55th Regiments. Two sons of the black abolitionist leader, Frederick Douglass, served in the 54th Regiment. The abolitionist leader, William Lloyd Garrison was opposed to all wars. However, his oldest son was one of the white officers in the 55th Regiment.

The 54th Regiment was led by its 26-year-old colonel, Robert Shaw. He was a Harvard graduate and a member of a leading white family in Boston. In 1863 Shaw and forty percent of the regiment died in a losing battle at Fort Wagner, in South Carolina.

Shaw and his black soldiers were buried in one common grave by the Confederates. They intended this as a racial insult. Shaw's father, when he heard the news, upheld the spirit of the abolitionists and he wrote that:

"Our darling son, our hero, has received at the hands of the rebels the most fitting burial possible. They buried him with his brave, devoted followers, who fell dead over him and around him..."

Black soldiers brought a special spirit to the war. That spirit was reflected in their battle songs. In February, 1864, the 55th Regiment

went into battle in Florida singing:

"No more for trader's gold
Shall those we love be sold
Nor crushed be manhood bold
In slavery's fold."

In November of that year the 54th Regiment advancing in South Carolina sang:

"Oh, boys, chains are breaking
Bondsmen fast awaking
Tyrant hearts are quaking
Southward we are making."

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

_____ 1. Harriet Tubman was braver than many men serving as soldiers.

_____ 2. Most of the black regiments were led by black officers.

_____ 3. Many white Union army soldiers did not want blacks to be armed.

_____ 4. Colonel Shaw's father felt it was an honor his son was buried with black soldiers of his regiment.

_____ 5. The songs of black regiments showed they wished to end slavery.

STEP 3

KEY WORDS: Look up these words in the Glossary.

citadel expedition muster
prohibit retroactive scornfully
shabby

THINK ABOUT THIS:

1. Why was the issue of pay important to black soldiers?

2. Why was Sergeant-Major Trotter's promotion held back by his general?

3. How did the soldiers of the 55th Regiment feel about Sergeant Boon?

READ THIS:

Black soldiers faced more than the dangers of battle. In addition, their treatment at the hands of the army was often shabby. One soldier in the 54th Regiment wrote to his sister:

"When we enlisted we were to get $13 per month, clothing and rations, and treatment the same as white soldiers..."

That promise was not kept and the same soldier reported that:

"...now they want to cheat us out of what is justly due us, by paying us off with $10 per month, and taking three dollars out of that for clothing..."

The pay issue arose constantly. Black soldiers in many regiments were paid only $7 a month. This compared with pay for white soldiers which was at least $13 a month.

Black soldiers of the 54th Regiment refused their pay for a year as a form of protest. They went into battle at Olustee, Florida, in February, 1864, shouting scornfully, "Three cheers for Massachusetts and seven dollars a month."

On June 15, 1864, Congress acted to end pay discrimination. It voted equal pay for black soldiers, retroactive to January 1, 1864.

Some idea of life in a black regiment is provided by letters written by black soldiers. In August, 1864, 20-year-old James Monroe Trotter was a Sergeant-Major in the 55th Regiment. George Garrison, son of the Boston abolitionist, was one of the white officers in the regiment.

Trotter had become a friend of the Garrison family in Boston. In August, 1864, he wrote to 16-year-old Francis Garrison from South Carolina. In his letter, Trotter reported that he and two other black sergeants had been

promoted to the rank of second lieutenant. They were kept from their new rank because:

> "...Gen'l Foster will not...muster them into service as officers [because]...'there is no law allowing it, they being colored men.'"

The young sergeant went on to ask sarcastically:

> "Do you know of any law that prohibits it?"

Trotter then went on to give young Garrison additional news about the regiment:

> "I am sorry to say that Sergeant Boon...died...while nobly battling for country and freedom."

Trotter seemed most deeply affected by the death of Sergeant Boon. He reminded Garrison that when the 55th Regiment was still in Massachusetts:

> "...he (Boon) could neither read nor write. I spoke to him of the importance of learning...and before he died he...could make out all the papers and had written three letters home..."

The spirit of people like Sergeant Boon was shown by the events leading to his death.

> "He went to James Island with no gun...His arm was sore and he could not carry his rifle. But...he sought and obtained the permission of his commander to join the expedition. He was wounded...causing instant death..."

Trotter went on to say that the soldiers had placed a simple, wooden marker on Sgt. Boon's grave. On the marker were these words:

> "Sergeant B. lived in Boston.
> In Memory of Sergeant Alonzo Boon.
> Died of wounds July 3rd, 1864.
> As He died to make man holy
> Let us die to make man free."

The last two lines are a quotation from *Battle Hymn of the Republic.*

Sergeant-Major Trotter received his promotion to lieutenant a few months later. Then, in February 1865, the regiment entered Charleston, South Carolina, the "citadel" of slavery in the South. The slave auction block was seized and shipped back to Boston. In that city, William Lloyd Garrison mounted it to deliver an abolitionist speech. It was a moment of triumph for the nation and all black Americans.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. All Union army soldiers were badly underpaid.

____ 2. James Monroe Trotter felt his promotion was held back by the prejudice of his general.

____ 3. Sergeant Boon could not read or write when he entered the army.

____ 4. Entering Charleston, South Carolina, had a special meaning for the black soldiers.

____ 5. Trotter was a better soldier than many of the white officers in the regiment.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Blacks were enlisted in all black regiments in the Civil War.

____ 2. Black soldiers had to overcome prejudice and poor treatment in the Union army.

23

____ 3. Black regiments in the Union army were led by white officers.

____ 4. Blacks serving in the Union army and navy fought well and won many honors.

____ 5. The 54th and 55th Regiments were made up of blacks from the Massachusetts area.

B. EXAMINING ISSUES

Choose the correct answers.

1. "...Our boys say this [is] a white man's war and the Negro has no business in it."

These words by a white Union army officer show that:

____ a. the army wanted to protect blacks from death or injury.

____ b. prejudice was not a big problem in the Union army.

____ c. there was much prejudice in the Union army.

2. "Oh, boys, chains are breaking
Bondsmen fast awaking
Tyrant hearts are quaking
Southward we are making."

This song of the 54th Regiment showed they saw the war as:

____ a. a happy time.

____ b. a chance to free slaves as the army moved southward.

____ c. a time of great danger.

3. "...he could neither read nor write. I spoke to him of the importance of learning...and before he died...he could make out all the papers and had written three letters home..."

These words, written by Sgt. Major Trotter about Sgt. Boon tell us that:

____ a. Boon, an ex-slave, was encouraged to learn to read and write while in the Army.

____ b. Boon was sent to school to learn to read and write.

____ c. there was a lot of paper work in the Union Army.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. What did you learn in this lesson about blacks in the Civil War that you did not know before? Write your answer in at least 75 words.

2. What is the importance today of knowing about blacks in the Civil War? Write your answer in at least 75 words

D. LOOKING AHEAD

How can knowing more about black people in the Civil War help promote better race relations today? Do you think it important to increase fuller knowledge of black history in our schools?

You might discuss these points in class.

24

Lesson 5

The Effort at Reconstruction

STEP 1

KEY WORDS: Look up these words in the Glossary.

harsh moderate provinces
radical Republican reconstruction

THINK ABOUT THIS:

1. What did the radical Republicans think should be done with the states that had seceded?

2. How did the radical Republicans differ from the moderate Republicans?

3. What sort of Republican was Abraham Lincoln?

READ THIS:

From 1861 to 1865 the United States was engaged in fighting a civil war. Its main efforts were directed against what it called "the rebellion" of certain southern states.

The government declared that no state had the right to secede. The Union army was used against military units of the newly formed Confederate states. However, the North was not united about what should be done after the seceding states were defeated.

In 1863 General William T. Sherman stated his opinion that:

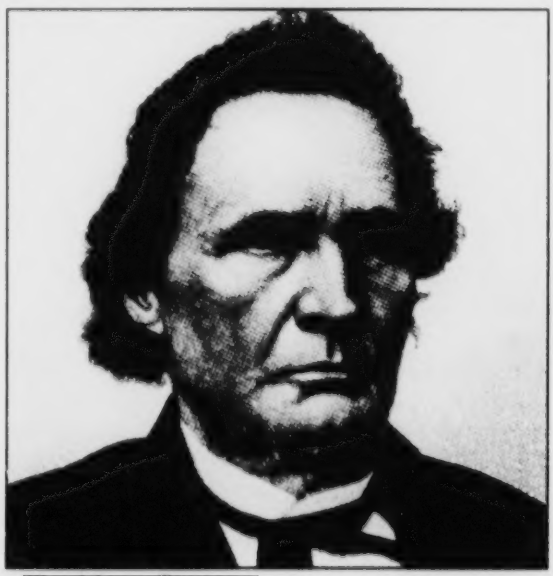
> "The South must be ruled by us, or she will rule us...There is no middle course."

Many Republican party leaders agreed with Sherman's view. The Secretary of the Treasury, Salmon P. Chase, supported a harsh policy toward the South. He favored:

> "...unconditional and immediate emancipation in all the Rebel States..."

Other Republican leaders proposed more radical, or sterner, actions. Thaddeus Stevens of Pennsylvania led the radical Republican members of the Congress. Stevens argued that Southern states that seceded ought to be treated as "conquered provinces."

Charles Sumner of Massachusetts was radical Republican leader in the Senate. He favored treating seceding Southern states as having committed "state suicide." This meant they had lost their rights as states. They should be taken back into the Union only after they met the conditions set by Congress.



Thaddeus Stevens

Some moderate Republicans felt Sumner and Stevens went too far. The Republican party was soon divided by the issue of reconstruction. "Radical" Republicans proposed harsh policies for the "reconstruction" of the South. Other Republicans, led by President Lincoln, favored a more moderate approach to "reconstruction."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The Republicans saw the actions of the South as a rebellion.

____ 2. Charles Sumner was unfair in his proposal for the South.

____ 3. The South had every reason to expect harsh treatment if they lost the war.

____ 4. Lincoln favored the views of the moderate Republicans.

____ 5. Lincoln would have changed his views about the South if he had lived longer.

STEP 2

KEY WORDS: Look up these words in the Glossary.

amnesty authority dispute
lenient reinaugurate republican
restoration

THINK ABOUT THIS:

1. How did President Lincoln and the Congress differ on the issue of reconstruction?

2. Why did President Lincoln issue a "Proclamation of Amnesty and Reconstruction"?

3. When did President Lincoln propose to re-admit a seceding state to the Union?

READ THIS:

President Lincoln and the Congress had different views on reconstruction. The president believed the executive branch had authority in the matter. Republican members of the Congress felt that reconstruction of the South was a legislative power. Before long these different views led to a bitter dispute.

In December, 1863, the president issued a "Proclamation of Amnesty and Reconstruction." In it he outlined his plan for the reconstruction of the seceding states. Mr. Lincoln pointed out that:

> "...treason laws have been enacted by Congress...and also declaring that the President was thereby authorized at any time thereafter, by proclamation, to extend to persons who may have participated in the existing rebellion... pardon and amnesty..."

The president next referred to Southerners who had supported the rebellion. He pointed out that some of those persons now wanted to resume their allegiance to the United States. They also wanted to "reinaugurate loyal State governments." Therefore, the president proclaimed that:

> "...a full pardon is hereby granted to them, with restoration of all rights of property, except as to slaves...upon the condition that every such person shall take...an oath [of loyalty to the United States government]..."

The president then went further. He proposed a plan for readmitting the seceded states to the Union. The first step involved an oath of loyalty for citizens of the seceded states. That oath did not have be taken by all of the citizens, or by a majority. The number needed would be ten per cent of the votes cast in the state in the 1860 presidential election. When that happened, those taking the oath:

> "...shall re-establish a State government which shall be republican [and]...shall be recognized as the true government of the State..."

Lincoln's reconstruction proposal was called the "ten per cent" plan. The radical Republicans attacked it as being too lenient to the South.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. President Lincoln favored harsh treatment for the seceded states.

____ 2. The "state suicide" theory was a harsh reconstruction plan.

____ 3. Charles Sumner and Thaddeus Stevens were radical Republicans.

____ 4. Lincoln's "ten per cent" plan was likely to win the support of the radical Republicans.

____ 5. The radical Republicans wanted to punish the South for seceding.

STEP 3

KEY WORDS: Look up these words in the Glossary.

adjourned exclusively paramount
provisional resistance sponsored
suppressed vested veto

THINK ABOUT THIS:

1. How did the Wade-Davis bill differ from President Lincoln's plan for the reconstruction of the South?

2. How did Mr. Lincoln veto the Wade-Davis bill?

3. What were the issues that separated the executive and legislative branches of government?

READ THIS:

In July, 1864, Congress passed a bill sponsored by Senator Benjamin Wade (Ohio) and Representative Henry Davis (Maryland). This bill struck back at Lincoln's "ten per cent" plan.

The Wade-Davis bill gave Congress greater powers in the reconstruction of the South. The bill proposed that in all seceded states:

> "...the President shall, by and with the advice and consent of the Senate, appoint for each a provisional governor..."

Each state was to be readmitted to the Union on the basis of 3 steps:

1. White, male citizens of the state were to be enrolled.

2. When a majority of enrolled citizens took a loyalty oath, the final step took place.

3. Persons pledging loyalty would elect delegates to a state convention. The convention would reestablish a state government.

Neither Lincoln's plan nor the Wade-Davis bill extended voting rights to blacks. However, the Wade-Davis bill did propose an end to slavery in states readmitted to the Union.

The president believed that the reconstruction of the seceded states was an executive branch power. The Wade-Davis bill would have given control over reconstruction to the legislative branch. Because of this, the president acted to veto the bill.

Article I, Section 7 of the United States Constitution provides that:

> "...If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law...as if he had signed it"

It then contains an exception in these words:

> "...unless the Congress by their adjournment prevent its [the bill's] return, in which case it shall not be a law."

Holding the bill after Congress adjourned is called a "pocket veto." It is a way of letting a bill "die" without applying a direct veto.

Mr. Lincoln used a pocket veto against the Wade-Davis bill. He explained his action in a special proclamation that said:

> "I am...unprepared by a formal approval of this bill to be...committed to any single plan of restoration..."

Lincoln dealt with the slavery issue by saying he was:

> "...sincerely hoping and expecting that a constitutional amendment abolishing slavery throughout the nation may be adopted."

As for the the general ideas behind the Wade-Davis bill, the president proposed to help put it into effect:

> "...so soon as the military resistance shall have been suppressed in any such State and the people thereof shall have...returned to their obedience to the Constitution and the laws of the United States..."

These words sidestepped the "ten per cent" plan issue. But Mr. Lincoln also declared that:

> "...military governors will be appointed with directions to proceed according to the bill."

Radical Republicans were outraged by the president's veto and proclamation. Wade and Davis issued a "Manifesto" warning the president that their bill:

> "...was the exercise of an authority exclusively vested in Congress by the Constitution to determine what is the established government in a State."

Furthermore, the Manifesto warned the president:

> "...he must understand...that the authority of Congress is paramount and must be respected;...and if he wishes our support, he must confine himself to his executive duties..."

After Lincoln's death in 1865, Congress carried on the battle against President Andrew Johnson. The disputes between the executive and legislative branches went on for more than ten years. Each branch claimed the power to control the reconstruction of the South.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F) or NOT INDICATED (N) in the reading selection?

____ 1. Lincoln did not trust the radical Republicans.

____ 2. The Congress believed it ought to be in charge of reconstruction.

____ 3. Lincoln proposed to appoint the military governors to be in charge of the seceded states.

____ 4. Wade and Davis agreed that the president should be in charge of the reconstruction of the South.

____ 5. The pocket veto was not as good as the ordinary veto that was used by presidents.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The executive and legislative branches disagreed about how the reconstruction of the South was to be carried out.

____ 2. President Lincoln used a pocket veto on the Wade-Davis bill.

____ 3. The radical Republicans were angered by the actions of Lincoln in vetoing the Wade-Davis bill.

23

_____ 4. Lincoln's reconstruction plan was known as the "ten per cent" plan.

_____ 5. Lincoln was not a radical Republican.

B. EXAMINING ISSUES

Choose the correct answers.

1. "The South must be ruled by us, or she will rule us...There is no middle course."

This statement by General Sherman would be supported most strongly by:

_____ a. President Lincoln.

_____ b. the radical Republicans.

_____ c. Southerners.

2. "The President shall, by and with the advice and consent of the Senate, appoint for each [state] a provisional government."

These words in the Wade-Davis bill were intended to:

_____ a. limit the powers of the president in reconstruction.

_____ b. expand the powers of the Congress in reconstruction.

_____ c. do both of the above.

3. "...military governors will be appointed with directions to proceed according to the bill."

These words are part of the effort of:

_____ a. Congress to limit the power of the president in the reconstruction of the South.

_____ b. President Lincoln to strengthen his control of reconstruction of the South.

_____ c. Congress and the president to settle differences in the reconstruction of the South.

4. "...the authority of Congress is paramount and must be respected..."

These words in the "Manifesto" by Wade and Davis were intended as a warning to:

_____ a. the South.

_____ b. the radical Republicans.

_____ c. President Lincoln.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. President Lincoln used a pocket veto against the Wade-Davis bill. Why was this a clever political move? How did it "soften" his refusal to accept the bill? Write your answer in about 100 words.

2. Why were Wade and Davis angered by Lincoln's pocket veto of their bill? What main points did they make in their "Manifesto"? Write your answer in about 100 words.

D. LOOKING AHEAD

The Constitution separates the powers of government among the executive, legislative, and judicial branches. The issue of reconstruction after the Civil War sharply divided the executive and legislative branches of government.

The branches of government are divided on many issues in our own times. Some people think this is good for democracy. Other people think it weakens our democracy.

You might discuss this in class.

Lesson 6

Westward, Ho

STEP 1

KEY WORDS: Look up these words in the Glossary.

ordinance quest speculators tracts

THINK ABOUT THIS:

1. In which areas of America were most British colonists settled by 1770?

2. Why did Daniel Boone move to the western area?

3. What events opened the West to settlement after the Revolution?

READ THIS:

The westward movement by Americans had been slow before independence. By 1770 most colonists still lived near the Atlantic coast. A few lived just east of the Appalachian Mountain range. Some colonists had even crossed the mountains. They moved into the area known as the Northwest territory.

Life was never easy for those who settled in the West. In the 1760s, before the Revolution, Daniel Boone left his home and family in western North Carolina. He said he wanted to:

> "...wander through the wilderness of America, in quest of the country of Kentucky..."

Boone and his companions were delighted when they found many "wild beasts," including buffalo, in the western lands. He reported that he went hunting "with great success."

Daniel Boone was not the only hunter in the area. Native Americans, called "Indians" by the colonists, had lived there for many hundreds of years. But the white settlers showed little regard for the rights of Native Americans. Fighting soon broke out between the "Indians" and the white settlers.

In spite of the many dangers and hardships, Boone felt he was:

> "...happy in the midst of dangers and inconveniences...No city...could afford so much pleasure to my mind, as the beauties of nature I found here."

This was the true spirit of the West. It increased interest in the West after American independence in 1783. Several states gave up their claims to the Northwest territory lands and the area was opened to waves of new settlers. Speculators bought large tracts of the cheap land. They hoped to make profits by reselling the land to people moving west.

Special land laws helped to open the West to families seeking farmland. The laws included the Land Ordinance of 1785 and the Northwest Ordinance of 1787. The Northwest Ordinance also established the method for new states to be organized.

The United States boundaries moved steadily westward in the 1800s. The expansion was accomplished by the:

1. Louisiana Purchase (1803). This land, purchased from France, doubled the size of the United States.

2. Annexation of Texas (1845).

3. Securing of the Oregon territory (1846) by treaty settlement with Great Britain.

4. Mexican Cession (1848) after war with Mexico. This brought California and the area known as New Mexico to the United States. These lands were later made into five states and parts of two others.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

_____ 1. White settlers moved on to western lands that had long been held by Native Americans.

_____ 2. Land speculators did more good than harm to the western movement.

_____ 3. The Ordinances of 1785 and 1787 helped to promote the western movement of Americans.

_____ 4. Daniel Boone was happy with what he found in the western lands.

_____ 5. The Northwest territory was made up of western lands once claimed by several states.

STEP 2

KEY WORDS: Look up these words in the Glossary.

family farm prairie
qualified sod
transcontinental

THINK ABOUT THIS:

1. What were some provisions of the Homestead Act?

2. What was the effect of the Homestead Act?

3. How did the Pacific Railway Act affect the westward movement?

READ THIS:

The Homestead Act of 1862 opened the West to large-scale settlement. It was enacted to provide land for family farms. Those who qualified had to be:

> "...citizens or had to have declared their intention to become citizens...over the age of 21 and the heads of families... persons who had never taken up arms against the government."

The Act provided that after January 1, 1863, a qualified person:

> "...shall be entitled to enter one quarter section [160 acres] or a less quantity of...public lands...at one dollar and twenty-five cents per acre..."

The purchase of the public land at such a low price could take place:

> "Provided...such application is made for his or her exclusive use and benefit..."

The Homestead Act required persons buying the land to purchase it for their own use. They also had to live on it for at least five years. It was hoped this would help keep the United States a "family farm" nation.

In spite of the Civil War, more than one million acres were claimed by 1864. Life was not easy for those who moved west. Even the forces of nature seemed to challenge the people. A woman who had moved with her family to Iowa wrote to relatives that:

> "The thunderstorms are so violent that one might think it was the end of the world..."

In addition, she wrote:

> "...there is the prairie fire...It is a strange and terrible sight to see all the fields a sea of fire..."

In spite of such difficulties, many settlers made progress. However it took years to build farms from homesteads. At first, many families lived in very simple homes. One Iowa family had a house that was:

> "...very small and humble, but it's a shelter from the winter. I shall say no more about it..."

Many homesteaders used chunks of grassy sod to make their homes. In 1877 a Kansas homesteader described his home in these words:

> "This is a sod house, plastered inside. The sod wall is about 2 feet thick at the ground, and slopes off on the outside to about 14 inches at the top..."

He felt that some sod houses:

> "...are mighty comfortable places to go into in cold weather, and it don't take much fire to keep them warm."

However, the same writer had also noted earlier that a sod house:

> "is somewhat cold in the winter."

The Homestead Act of 1862 was not the only law promoting the westward movement. The government also enacted the first Pacific Railway Act in 1862. It helped make possible the building of the first transcontinental railroad.

The Pacific Railway Act provided for free public lands and money loans to aid the railroads. Forty-five million acres of land and about $60,000,000 were granted to the railroad companies under the Act. Later, many more millions of acres of land and vast sums of money were granted for several other railroad projects.

Railroad companies helped to open the West, but also made large profits selling land. They owed much of their success to the help they received from federal and state governments.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

_____ 1. The Homestead Act served to benefit many Americans who had served in the Union army.

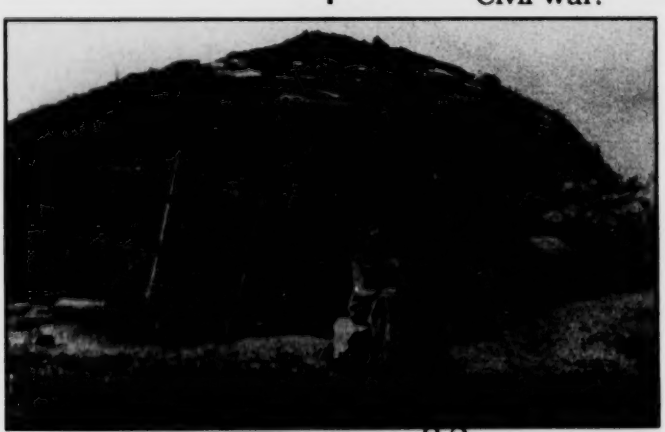
_____ 2. The Homestead Act provided that persons buying the land had to live on it for at least five years.

_____ 3. A quarter section [160 acres] of land was more than enough for most Americans moving to the new areas.

_____ 4. Only citizens of the United States could make use of the Homestead Act.

_____ 5. Very few people took advantage of the Homestead Act before the end of the Civil War.

Sod House, 1880



Minnesota Historical Soc.

20,000 settlers waited for the signal for the first "run" into the Indian Territory (which later became the state of Oklahoma) in 1889. *New York Public Library*

STEP 3

KEY WORDS: Look up these words in the Glossary.

corruption desolate elements
eternal gorges ravines teams

THINK ABOUT THIS:

1. In what sense did the Homestead Act help the railroads more than it helped ordinary citizens?

2. How did the ending of the westward movement affect the American spirit?

READ THIS:

The offer of cheap land to settlers led to a fresh westward rush. An observer in Iowa wrote that in one city on a river bank:

> "...the ravines and gorges are white with covered wagons at rest...at the ferry from a quarter to a half mile of teams all the time await their turn to cross..."

The Homestead Act greatly increased the number of family farms in the United States. However, the 1 billion acres of government land did not go mainly to individual farm families.

By 1900 only 80 million acres had been claimed by individual homestead families. Far more land went to railroads than to family farms. The railroad companies received 180 million acres of land from federal and state governments. Additional millions of acres of government land went to timber companies and to private landholders.

In spite of many shortcomings, the Homestead Act was a wonderful piece of legislation. It helped to provide family farms for hundreds of thousands of Americans. But it also led to much corruption. Government officials were bribed and speculators gained control of millions of acres of valuable land. Meantime, low prices for farm crops and high farming costs ruined many of the family farms.

A report in a Kansas newspaper in 1895 told of the sad return of those who had "busted" in western Kansas.

BEST COPY AVAILABLE

"For ten years they had been fighting the elements. They had seen it stop raining for months at a time. They had heard the fury of the winter wind... They have strained their eyes watching through the long summer days for the rain that never came..."

The report concluded:

"They had such high hopes when they went out there; they are so desolate now – no, not now, for...they have come out of the wilderness, back to the land of promise..."

But the cry of "Westward, Ho!" brought new hopes and better lives for many. It was a high point in the spirit of the nation. When it ended, it seemed that an important part of American life was also ended. A writer, John Steinbeck, expressed that feeling in his book *The Red Pony*. One of the old pioneers explains to his grandson:

"It wasn't the Indians that were important, nor adventures, nor even getting out here... It was westering and westering... When we saw the mountains at last, we cried... Then we came to the sea, and it was done..."

The old pioneer notes sadly:

"There's a line of old men along the shore hating the ocean because it stopped them... Westering has gone out of the people. Westering has died out of the people. Westering isn't a hunger any more. It's all done."

There is no doubt that the end of the westward movement changed American life. But it may be that the spirit of the westward movement will always be with us. A poet, Archibald MacLeish, expressed that feeling when he wrote:

"West is a country in the mind, and so eternal."

CHECKING UP:

Is each of the following statements TRUE (T) of FALSE (F)?

____ 1. There was a lot of corruption in the land distrubution under the Homestead Act.

____ 2. Farm prices remained high and this helped those who had taken land in the West.

____ 3. The Homestead Act increased the number of family farms in the United States.

____ 4. The railroad companies claimed more land under the Homestead Act than was claimed by the individual farm families.

____ 5. The westward movement had little effect upon the spirit of the American people.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Life in the western lands was very hard.

____ 2. The Homestead Act opened the West to large-scale settlement.

____ 3. A transcontinental railroad was built in the 1860s.

____ 4. Railroad companies gained more land from the government than was gained by individual families under the Homestead Act.

____ 5. Daniel Boone went into western lands before the Revolution.

____ 6. The westward movement had a powerful effect upon American life and the spirit of the people.

B. EXAMINING ISSUES

Choose the correct answers.

1. "No city could afford so much pleasure to my mind, as the beauties of nature I found here."

These words from Daniel Boone were said by him about:

_____ a. Native American villages.

_____ b. the western lands of the 1700s.

_____ c. all the lands of North America.

2. "Westering has gone out of the people. Westering has died out of the people. Westering isn't a hunger any more. It's all done."

These words mean that the speaker feels that:

_____ a. people no longer want to live in the West.

_____ b. too many people have moved West.

_____ c. the spirit of the westward movement is no longer felt.

3. "West is a country in the mind, and so eternal."

These words by a poet mean that the poet feels:

_____ a. the spirit of the westward movement will always be with us.

_____ b. more people ought to move westward.

_____ c. new countries will always be discovered.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. How was the westward movement aided by the Homestead Act and the Pacific Railway Act? Write your answer in at least 80 words.

2. What were the factors that made for success for some homesteaders? What were the factors that made for failure for some homesteaders? Write your answer in at least 100 words.

D. CAUSE AND EFFECT

In each example below, which is the CAUSE (C) and which is the EFFECT (E) of the event described?

1. _____ Movement of settlers to the western lands.
   _____ Fighting between "Indians" and white settlers.

2. _____ Effort to find a way to organize territories to become new states.
   _____ Passage of Northwest Ordinance.

3. _____ Louisiana Purchase and Mexican Cession.
   _____ Expansion of the United States to the Pacific Ocean.

4. _____ Ending of the westward movement.
   _____ Settlers passing through the mountains and reaching the Pacific Ocean.

E. LOOKING AHEAD

It has been argued that the westward movement shaped the character of the American people. Generally, it is believed this had a good effect. However, some people feel there also were some bad effects. Can you identify the possible good and bad effects?

You might discuss this in class.

35

Lesson 7

The Black Exodus of 1879

STEP 1

KEY WORDS: Look up these words in the Glossary.

arson	exodus	exorbitant
haughty	imbued	involuntary
jurisdiction	persecute	plunderings
	servitude	

THINK ABOUT THIS:

1. What did ex-slaves in the South want in the period after the Civil War?

2. What problems did the ex-slaves face in the South?

3. What did some blacks in the South feel was one answer to their problems?

READ THIS:

The Civil War ended in 1865. In that same year the 13th Amendment to the Constitution went into effect. It stated that:

> "Neither slavery nor involuntary servitude...shall exist within the United States,or any place subject to their jurisdiction."

It seemed that the dreams of the abolitionists, blacks and whites, had come true. Slavery had finally ended. However, nobody knew what would happen next to the more than four million black ex-slaves. Neither the abolitionists nor the government had planned for the day of freedom.

Congress gave some help to southern blacks by establishing the Freedmen's Bureau in 1865. The Bureau existed for seven years and provided some food, clothing, and medical services for blacks Still, there was no real effort to meet the economic needs of blacks in the South.

Before 1865 most southern blacks had been slaves working in the fields. Now they were free and they wanted to own their own land. General Ulysses S. Grant reported to President Andrew Johnson soon after the war that:

> "The late slave seems to be imbued with the idea that the property of his late master should, by right, belong to him."

Where could the ex-slaves look for the land they wanted? More than 800,000 acres of southern land was held by the government. That land was controlled by the Freedmen's Bureau. It gave land parcels to only about 4,000 black families. Most of the land was returned to the former owners. The actions of the Bureau were a bitter disappointment to southern blacks.

Few ex-slaves were able to become land owners. Most had to become farm laborers, tenant farmers, or sharecroppers. Farm laborers worked for low wages. Tenant farmers rented small parcels of land. Sharecroppers worked the land owned by others. In return, they received a share of the crops they raised.

Free laborers working in the fields. *New York Public Library*

Conditions of life worsened for southern blacks during the 1870s. They complained that:

> "Exorbitant rent eats up the entire fruits of labor, while murder, arson, and the most barbarous outlawry have prevailed to persecute the Negro."

These conditions led many blacks in the South to decide that:

> "A general exodus...is the only legitimate result of the persistent plunderings...of the haughty planters."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINON (O)?

____ 1. The nation had not planned for the day when black slaves would be freed.

____ 2. Most ex-slaves could have become excellent farmers.

____ 3. The Freedmen's Bureau was set up to aid the ex-slaves in the South.

____ 4. Conditions for black people in the South worsened in the 1870s.

____ 5. The Freedmen's Bureau could have done more for the ex-slaves if Congress had given the Bureau more power.

STEP 2

KEY WORDS: Look up these words in the Glossary.

bondage chattel exile
hostile judgements

THINK ABOUT THIS:

1. Why did southern blacks think in terms of migrating to the North?

2. In what period of time did the "exodus" of blacks from the South take place?

READ THIS:

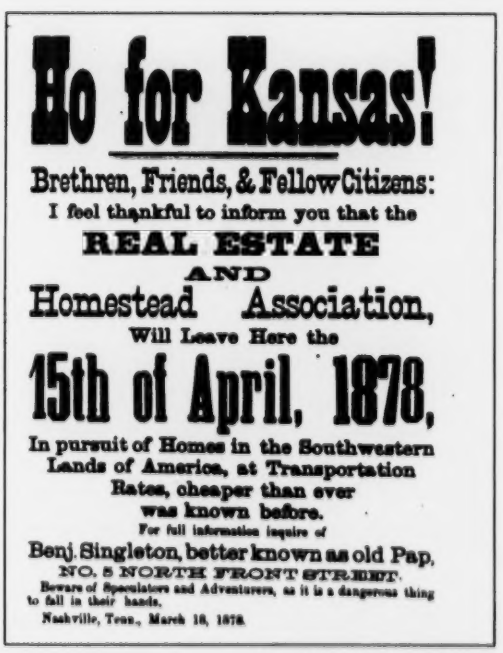
The North had been seen as the land of freedom for blacks fleeing from southern slavery. Now that slavery was ended, the North again seemed to offer hope for southern blacks.

The idea of an "exodus" from the South had taken hold as early as 1869. In that year a group of blacks in Louisiana formed a committee to look into the problem. They decided to contact other black communities in order to:

> "...see whether it was possible we could stay under a people who held us in bondage or not."

Meantime, another group was at work in Alabama. It sent a committee to inspect Kansas as a possible area to which blacks might move. A convention of Alabama blacks drew up a statement declaring:

> "Our lives, liberties, and properties are made to hang upon the... prejudiced judgments of juries composed of a hostile community of ex-slave holders...who look upon us as being by nature an inferior race, and by right their chattel property."



Ho for Kansas!

Brethren, Friends, & Fellow Citizens:

I feel thankful to inform you that the

REAL ESTATE AND Homestead Association,

Will Leave Here the

15th of April, 1878,

In pursuit of Homes in the Southwestern Lands of America, at Transportation Rates, cheaper than ever was known before.

For full information inquire of

Benj. Singleton, better known as old Pap,

NO. 5 NORTH FRONT STREET.

Beware of Speculators and Adventurers, as it is a dangerous thing to fall in their hands.

Nashville, Tenn., March 16, 1878.

Kansas State Historical Society

In view of this, the convention posed the question:

> "...shall we be compelled to repeat the history of Israelites and go into exile?"

For the moment the delegates to the convention were unsure of what to do. They declared:

> "We linger yet a while to learn what will be done."

The waiting period ended in early 1879. In February, a small river boat arrived on the docks of St. Louis. It had carried a large number of blacks up the Mississippi River from the South. They told of hundreds, perhaps thousands, of others following them. The black community of St. Louis, and many whites, quickly organized to provide food and shelter for those who came to be known as "exodusters."

During 1879 and most of 1880 there were more migrations of blacks from the South. They arrived in St. Louis, Topeka, and Kansas City. From those cities they moved on to areas in Kansas, Indiana, and Ohio.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F), or NOT INDICATED (N) in the reading selection?

_____ 1. Blacks leaving the South felt they would be welcomed in the North.

_____ 2. Some black exodus groups felt they were like the Israelities of ancient times who had fled from Egypt.

_____ 3. The first people of the exodus of 1879 came mainly by wagon and railroad.

_____ 4. The black migrants leaving the South in 1879 were, mainly skilled cotton farmers.

_____ 5. Southern black migrants felt the ex-slaveholders treated them unfairly.

STEP 3

KEY WORDS: Look up these words in the Glossary

allay bull-dozing homesteads

THINK ABOUT THIS:

1. How did the exodus movement affect black leaders in the South?
2. Who were Henry Adams and Benjamin "Pap" Singleton?
3. What were the reasons for the exodus and why did it fail after 1880?

READ THIS:

Not all black leaders favored the exodus. Frederick Douglass had been the foremost black leader for more than thirty years. He felt an exodus would weaken efforts of blacks to gain their rights in the South. His views were criticized by a black-owned newspaper which declared:

> "Frederick Douglass is a matchless orator...but when he turns a deaf ear to the sufferings of thousands who are fleeing Kansasward, we are not suprised that a New York colored audience should hiss."

Other black leaders in the South faced even sharper criticism for opposing the exodus. William Murrell was a former black member of the state legislature in Louisiana. In March, 1879, he tried to keep 700 Louisiana blacks from joining the exodus. A voice from the crowd shouted:

> "You want us to stay to vote you into office."

Murrell was badly shaken by his failure to convince the crowd to stay. He later explained:

> "I had been leading them since the war...but they would not trust me at all when it came to the exodus movement."

Murrell's efforts failed because many in the crowd feared for their lives. Curtis Pollard was among those fleeing on that day. He had been an Alabama state senator and a leader in the black community. But Pollard was now part of the exodus from the South.

A few days earlier Pollard had hauled some goods to a river boat. When he prepared to leave the boat a voice cried out from the pier:

> "Curtis Pollard...if you come off that boat we'll plug you."

Forty white men with rifles made the threat a very real one. Pollard remained on the boat and went on to Louisiana. Pollard and the others planning to leave for Kansas felt they had no future in the South.

The editor of a black-owned newspaper proposed that:

> "If the planters want to allay the excitement, they must put down bull-dozing; rent land at living rates; sell small homesteads to the Negro and not charge him three prices."

The "exodus" of blacks from the South fell off after 1880. By then it was clear that flight to the North or West was not an answer to problems faced by blacks.

A special United States Senate committee was set up in 1880. It tried to learn why so many black people were fleeing from the South. Democrats, now in control of the South, felt it was part of a plot by Republicans and blacks. Republicans put the blame on the planters and white Democrats in the South.

There were many reasons for the "exodus," but little is known about how it was organized. Some people felt it was the result of a secret work by black organizers. However, a news magazine of the time reported:

> "...there was no appearance of organization or system among these persons."

This may not have been entirely true. There is evidence that a number of black emigration groups existed. They helped to lead the exodus movement. In addition, several black leaders played an important part in promoting the exodus.

Henry Adams, an ex-Union soldier was active in the Louisiana exodus. Benjamin "Pap" Singleton, an ex-runaway slave from Tennessee, was even better known than Adams. Singleton came to be called the "Moses" of the exodus. How much Adams and Singleton influenced the exodus is not clear to this day.

The exodus movement faded rapidly after 1880. However, the idea of mass migration from the South did not die out. Large scale movements of blacks from the South took place in the 1920s and after 1945. These migrations were largely based on the desire for jobs and a better life. But they were also linked to the desire for civil and personal rights. In the word of one South Carolina exodus group of the 1870s:

> "What is mere freedom...without civil and political rights."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. Frederick Douglass did not favor the exodus movement of 1879.

____ 2. Black leaders who favored the exodus were severely criticized.

____ 3. Henry Adams and Benjamin Singleton were leaders of exodus movements in 1879.

____ 4. Democrats blamed southern planters for causing the exodus.

____ 5. Fear of violence was one reason why some blacks joined the exodus.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The exodus of 1879 lasted for little more than one year.

____ 2. Failure of blacks to gain economic and political rights in the South was a reason for the exodus.

____ 3. The exodus of 1879 shook the hold of many black leaders upon southern blacks.

____ 4. The Freedmen's Bureau had some control over southern lands seized by the government.

____ 5. Democrats and Republicans did not agree on the reasons for the exodus.

B. EXAMINING ISSUES

Choose the correct answer.

1. "Exorbitant rents eat up the entire fruits of labor..."

These words by southern blacks reflect:

____ a. a general complaint.

____ b. the economic complaint.

____ c. a political complaint.

2. "Neither slavery nor involuntary servitude...shall exist within the United States, or any place subject to their jurisdiction."

These words are to be found in:

____ a. a statement by one of the exodus committees.

____ b. the rules established by the Freedmen's Bureau.

____ c. the 13th Amendment to the United States Constitution.

3. "The late slave seems to be imbued with the idea that the property of his late master should, by right, belong to him."

These words reflect a view of ex-slaves based on:

____ a. political demands.

____ b. economic demands.

____ c. legal demands.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. List what you believe were three causes of the 1879 exodus. Write at least 50 words about each of these causes.

2. Why did the exodus of 1879 create a crisis for black leaders in the South? Give your answer in at least 75 words.

D. LOOKING AHEAD

Proposals for an "exodus" of blacks from the United States have taken the form of "back to Africa" movements. What do you think is the basis for such a proposal? Do you think it can ever gain widespread support among black people today?

You might want to discuss these topics in class.

Lesson 8

A Century of Dishonor Toward Native Americans

STEP 1

KEY WORDS: Look up these words in the Glossary.

assimilate dishonor extermination
origin racist vagabonds

THINK ABOUT THIS:

1. Why did Helen Hunt Jackson title her book *A Century of Dishonor?*

2. What did the white Americans want from Native Americans?

3. What helped to bring about the defeat of the Native Americans?

READ THIS:

In 1881 the United States was more than one hundred years old. A writer named Helen Hunt Jackson noted that fact in her book about the treatment of Native Americans. She titled the book, published in 1884, *A Century of Dishonor*. The title showed how she felt about what was being done to Native Americans.

Relations between white Americans and the Native Americans had never been good. In colonial times, little attention was given to the rights of those whom the colonists called "Indians." This was especially true about "Indian" rights to the land. American independence from Britain brought even greater demands for lands held by Native Americans. In the 1850s a Kansas newspaper saw "Indians" as:

> "A set of miserable, dirty...thieving, lying, sneaking, murdering... gut-eating skunks...whose immediate and final extermination all men...should pray for."

This racist view of "Indians" had been held by white Americans since colonial times. It was one excuse for whites taking over the lands held by Native Americans. Racist ideas also made it easier to use military force against Native Americans.

Defeating the "Indians" in battle was one way to gain great popularity. In the early 1800s a Shawnee chief, Tecumseh, tried to organize Native Americans to stop the westward drive of white Americans.

William Henry Harrison led an army against Tecumseh in the Northwest Territory area. He defeated Tecumseh in 1811 in the Tippecanoe River area. Harrison's fame led to his election as president in 1840. His campaign slogan was "Tippecanoe and Tyler too." Voters knew that Tippecanoe stood for General Harrison, the "Indian" fighter. He swept to victory with John Tyler, his vice-presidential running mate.

The years from 1800 to the 1880s were a time of "treaties and wars." By 1868 about 400 treaties were signed. Nearly all the treaties were broken by Americans who sought to seize lands still held by Native Americans.

The discovery of gold in 1848 brought thousands of white settlers to California. These settlers took over lands which had belonged to the Native Americans. Between 1848 and 1860 the Native American population in California fell from 100,000 to 35,000. The Commissioner of Indian Affairs wrote of the "Indians":

> "With no country on earth to which they can migrate; in the midst of people with whom they cannot assimilate; they have no recognized claims upon the government and are compelled to become vagabonds – to steal or to starve."

Gen. Custer and his troops attack an "Indian" camp, 1868 *Harvard College Library*

President Rutherford B. Hayes tried to point out how broken treaties made the problems worse. In his 1877 annual message the president noted:

> "Many, if not most, of our Indian wars have had their origin in broken promises and acts of injustice on our part."

The voices of reason and justice were ignored. The government continued to force Native Americans off long-established "Indian" lands. If the "Indians" resisted, they were crushed by the army. The defeat of the Native Americans was brought about by such things as:

1. The continued westward movement of white settlers.

2. The improved organization of the military force in western areas.

3. The rapid growth of railroad and telegraph lines which aided settlement and military control.

4. The destruction of the bison (called "buffalo" by Americans). This cut off a main source of Native American food in the western lands.

Slowly but steadily the "Indians" were pushed off their lands and forced to live on reservations. In 1832 the Black Hawk "war" drove "Indians" out of Illinois and Wisconsin and across the Mississippi River to Iowa. Young Abe Lincoln was a volunteer in the "war," but saw no action.

The "Trail of Tears" in 1838 and 1839 forced the Cherokee to leave Georgia. They were made to move to the barren lands of Oklahoma. The Native Americans were sometimes hunted down like wild animals. One New Mexico county paid bounties for Apache scalps until 1866.

After the Civil War, the army was used to put down any resistance by "Indians." The Sioux, Cheyenne, Nez Perce, Ute, and Apaches were driven onto reservations between 1876 and 1885. Sometimes the "Indians" tried to resist, but their efforts failed. The actions of the Native Americans gained the respect of some army officers.

One of the officers was George A. Custer. This former Civil War hero once said:

> "If I were an Indian, I would certainly prefer to cast my lot to the free open plains rather than submit...to a reservation."

BEST COPY AVAILABLE

Still, Custer continued to battle the "Indians." Finally, in 1876, he and about 260 of his troopers were wiped out at Little Big Horn.

The fate of many Native Americans was illustrated by the Nez Perce nation. They were driven from their Idaho lands in 1877 and ordered to move to a smaller reservation. Instead of moving, Chief Joseph led them in a 1,500 mile march to try to reach Canada. Although the Nez Perce won many small battles, they finally had to give in. Chief Joseph called an end to the fighting with these words:

> "I am tired of fighting. Our chiefs are killed...The old men are all dead... The little children are freezing to death. My people...have no blankets, no food...I am tired. From where the sun now stands, I will fight no more forever."

The demand that they move from the land of their ancestors angered the "Indians." But they were often moved many times after being forced off their original lands. Each movement made their conditions worse. One of the chiefs pointed this out and asked bitterly:

> "Why does not the Great White Father put his red children on wheels, so he can move them as he will?"

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

_____ 1. Nearly all treaties signed with the Native Americans were broken by white Americans.

_____ 2. Native Americans were more honest that most white Americans.

_____ 3. The destruction of the bison herds did great harm to the Native Americans.

_____ 4. The Nez Perce did not want to move from their Idaho lands.

_____ 5. Helen Hunt Jackson felt that Native Americans were being badly treated.

STEP 2

KEY WORDS: Look up these words in the Glossary.

declined doctrine
fraud merciless

THINK ABOUT THIS:

1. What was the purpose behind passage of the Dawes Act?

2. What happened to Native Americans as a result of the Dawes Act?

READ THIS:

Native Americans wanted to keep their way of life. They had no interest in owning private farms or businesses. Theirs was a very different culture from that of the white American society. Only a very few Americans understood this.

Theodore Roosevelt was not very impressed by Helen Hunt Jackson's book about the treatment of "Indians." He saw things differently. Roosevelt was 27 years old in 1887 when he wrote:

> "The government makes promises impossible to perform..."

In Roosevelt's opinion:

> "...where brutal and reckless frontiersmen are brought into contact with treacherous, revengeful and fiendishly cruel savages, a long series of outrages by both sides is sure to follow."

What ought to be done? Roosevelt had few doubts about that:

"The Indians should be treated in just the same way that we treat the white settlers. Give each his little claim; if, as would generally happen, he declined this, then let him share the fate of the thousands of white hunters and trappers...The doctrine seems merciless, and so it is..."

Of course, Roosevelt was not being realistic. He paid no attention to the fact that the "Indians" were being forced off the best hunting and trapping lands. They had little or no experience as farmers. Also, the land given them was often not suited for farming.

The views of people like Roosevelt were accepted by the government. In 1887 the Dawes Act was passed. It provided for the break-up of the authority of the "Indian" nations, usually referred to as "tribes." No Native American authority was to exist, even on the reservations.

The Dawes Act provided for the head of an "Indian" family to receive 160 acres of farming land. If grazing land was involved the family head would receive 320 acres. "Indians" were to be granted citizenship after 25 years. At that time, those owning land could sell it if they wished.

The Dawes Act was a disaster for Native Americans. Fraud and brutality were used to take the land from the "Indians." In 1887 there had been 138 million acres of land held by Native Americans. Fifty years later only 56 million acres were owned by Native Americans. Nearly all of those lands were partially or entirely unsuited for farming.

The 1800s were truly a "century of dishonor" in the treatment of Native Americans. The many nations of Native Americans were destroyed and the people were torn from their land. It was not until 1934 that a new law restored the "tribe" as the center of "Indian" life. Greater attention was paid to self-government and the preservation of Native American culture. But by then great damage had been done to the Native American way of life.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED(N) in the reading selection?

____ 1. Theodore Roosevelt looked upon "Indians" as savages.

____ 2. The Native Americans had a better way of life than most white Americans.

____ 3. The Dawes Act helped Native Americans hold onto their land.

____ 4. The Dawes Act provided that no Native American authority was to exist.

____ 5. The Native American culture was very different from the culture of white Americans.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Most Americans did not really understand the Native Americans.

____ 2. The hundred years after American independence was a period of serious mistreatment of Native Americans.

____ 3. Racism was an important element in the feelings of white Americans toward Native Americans.

____ 4. Land ownership affected the way white Americans treated Native Americans.

____ 5. Military force was used by the government against Native Americans.

B. EXAMINING ISSUES

Choose the correct answers.

1. "Why does not the Great White Father put his red children on wheels, so he can move them as he will?"

These words by an "Indian" chief mean that he was:

____ a. in favor of building railroads to the "Indian" reservations.

____ b. angered by the government policy of moving Native Americans from one place to another.

____ c. aware of the strength of the United States government.

2. "The Indians should be treated in just the same way that we treat the white settlers."

These words, by Theodore Roosevelt, meant that he favored:

____ a. the kind of thinking that later went into the Dawes Act.

____ b. better treatment for the "Indians."

____ c. doing away with the Dawes Act.

3. "Many, if not most of our Indian wars, have had their origin in broken promises and acts of injustice on our part."

These words by President Rutherford B. Hayes in 1877 show that he would most probably have agreed later with:

____ a. Theodore Roosevelt.

____ b. most white Americans.

____ c. Helen Hunt Jackson.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write one of the following essays.

1. In the actions taken against Native Americans, which do you think played the most important part:

   a. The difference in cultures between white Americans and Native Americans.

   b. The desire of white Americans for the lands of the Native Americans.

   Make your choice and give your reasons in at least 75 words.

2. What were the reasons for the failure of the Dawes Act? Give at least two reasons and explain them in a total of at least 80 words.

D. LOOKING AHEAD

Many proposals have been made to try to make up for the "century of dishonor." These proposals include:

a. Payment of cash benefits of several billion dollars to the various "tribal" authorities for use on the reservations.

b. Return of lands to those Native American nations (tribes) whose lands were taken unlawfully in the past.

c. Placing all authority for Native Americans in the hands of persons and groups whom they select to have that authority.

You might discuss these proposals, and any other, in class. Be sure to consider the effects of any proposal upon the Native Americans and the United States today.

Lesson 9

The Farmer's Revolt

STEP 1

KEY WORDS: Look up these words in the Glossary.

bushel credit inflation
rural urban

THINK ABOUT THIS:

1. How did the position of American farmers change during the 1800s?

2. What were the problems facing American farmers during the 1800s?

READ THIS:

During the first half of the 1800s the United States was an agricultural nation. In 1800 about 95% of the United States population lived in farm areas. However, there was a steady shift from rural farm areas to urban city areas. By 1870 the percentage of Americans living in farm areas had fallen to 75%. That percentage was down to about 60% in 1900. Today only about 25% of Americans live in rural areas.

Farm areas dropped in importance, but new machinery resulted in larger crops. The chart below shows the production for corn, wheat, and cotton from 1860 to 1900:

CORN (million bushels)
1860: 838 1880: 1,707 1900: 2,662
WHEAT (million bushels)
1860: 173 1880: 502 1900: 599
COTTON (million of 500 lb. bales)
1860: 3.8 1880: 6.6 1900: 10.1

Farmers were producing more, but they made less money. Their costs rose even as the prices they received for crops fell. Farmers had received $1.45 a bushel for wheat in 1866. However, they earned only 49 cents a bushel by 1894. Farmers raising corn received 75 cents a bushel in 1869, but only 28 cents a bushel in 1889.

Cotton farmers had earned 31 cents a pound in 1866. The price fell to about 11 cents a pound in 1877 and to only 6 cents by 1893. By that time a farmer had to receive 7 to 8 cents a pound to break even.

During the 1870s and 1880s farmers joined together to try to win better conditions. They formed organizations called Agricultural Wheels and the Farmers' Alliances. Their aim was to gain easier credit and higher crop prices. In the 1880s the farm "revolt" was led by such colorful characters as "Cyclone" Davis, "Stump" Ashby, and "Pitchfork" Ben Tillman.

Farmers also became more active in politics. In some states they voted for the newly formed Greenback party. The Greenbackers favored the use of more paper money. This money would not be backed by gold in the federal treasury. The paper money, called "greenbacks," would cheapen the value of money. This would bring higher farm prices and help farmers to pay off the money they owed.

Bankers, industrialists, and many city workers opposed the idea of "cheap" money. They felt it would bring inflation and hurt wage earners living in the city. But many farmers were desperate and wanted help. Mary Elizabeth Lease, a farm leader, summed up their views in 1890 when she declared:

"We were told two years ago to work and raise a big crop...and we raised the big crop that they told us to; and what came of it? Eight-cent corn, ten-cent oats, two-cent beef, and no price at all for butter and eggs – that's what came of it."

Lease was another colorful farm leader. Her stirring calls for action won her the nickname of Mary "Yellin" Lease. Farmers listened to her because they agreed that their hard work did not bring any rewards.

In 1890 the cotton crop of 8.5 million bales (500 lbs. per bale) brought nearly $430 million. The next year 8.1 million bales earned only about $391 million. Meantime, interest rates on loans and the cost of seed and fertilizer continued to rise. Farmers became bitter. They felt they were losing their place in American life. In their meetings they sang songs that showed their sense of pride.

"When the farmer comes to town
With his wagon broken down
The farmer is the man that feeds them all.
If you'll only look and see
I think you will agree
That the farmer is the man that feeds them all."

Mary "Yellin" Lease

CHECKING UP:

Is each of the following a POLITICAL (P), ECONOMIC (E), or SOCIAL (S) aspect of the farm problem in the 1800s?

____ 1. Formation of the Greenback party.

____ 2. Increase in the production of corn, wheat, and cotton.

____ 3. The need for cheaper money by farmers.

____ 4. Formation of the Farmers' Alliances.

____ 5. Increased use of machines to raise crop production.

STEP 2

KEY WORDS: Look up these words in the Glossary.

competency crucial despair
facilities sordid unremitting

THINK ABOUT THIS:

1. Why did the Greenback party get support from many farmers?

2. What was the importance of the Farmers' Alliances to farmers?

3. What decision did farmers have to make in 1896?

READ THIS:

Farmers might indeed be feeding the nation, but they gained little respect or income. Hamlin Garland, a writer, left his midwest home in 1884 at age 24. Three years later he returned for a visit and reported that:

"Every house I visited had its individual message of sordid struggle and half-hidden despair... Men who were growing bent in digging into the soil spoke to me of their desire to see something of the great eastern world before they died."

Wheat farmers, 1880s *Minnesota Historical Society*

Garland went on to ask:

> "Is there not something wrong... when the unremitting toiler remains poor?"

The rising power of the industrial cities reduced the political power of farmers. Most Republicans were more interested in trade and industry than in the needs of farmers. The Democrats were friendlier but were divided on the issue of "cheap" money. It seemed farmers might have to turn to a third party to gain some political power.

At first many farmers gave their support to the Greenback party. In 1878 the party received one million votes for its candidates. Fourteen Greenbackers were elected to Congress that year. The party also was able to elect many local and state officers. However, the Greenbackers died out in the 1800s and a new third party was organized. It was called the People's party, and its members were known as "populists."

The People's party call to action was sounded at its 1892 convention. Its message to farmers was sounded by one of its leaders in these words:

> "The time has arrived for the great West, the great South, and the great Northwest, to link their hands and hearts together and march to the ballot box and take possession of the government...and run it in the interest of the people."

The People's party soon gained the support of many western and southern farmers. For a time it seemed that the farm revolt might bring great changes. In the South the white members of the Southern Farmers' Alliance sometimes joined with the Colored Farmers' Alliance on issues. One white Alliance member saw the need to join with black farmers because:

> "They are in the ditch just like we are."

BEST COPY AVAILABLE

In 1890 the Alliances met together in convention in Ocala, Florida. They seemed close to unity, but still were divided on many issues. However, the effort being made can be seen in the editorial in the *National Economist*, the Alliance paper, which stated in January, 1891:

> "We recommend and urge that equal facilities, educational, commercial, and political, be demanded for colored and white Alliance men alike, competency considered, and that a free ballot and a fair count be insisted upon for colored and white alike..."

These were bold words in 1892. But populism was not able to attract the support it needed from farmers. In addition, populism had little support in the cities and industrial areas. The People's party candidate for president in 1892 only received about one million votes. This was less than 10% of all the votes cast that year.

The results of the 1892 election did not end third party hopes. Farm prices continued to fall and the costs of farm tools, seed, and bank loans kept rising. The 1896 election might prove crucial for American farmers. Should they stay with their third party hopes? Or should they try to join with allies in the Democratic party? American farmers wrestled with these choices as 1896 approached.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

___ 1. The Democratic party was in support of the issues concerning American farmers.

___ 2. Hamlin Garland felt that farmers were not being properly treated.

___ 3. The People's party took the place of the Greenback party for many farmers.

___ 4. The People's party scored a big success in the 1892 election.

___ 5. The growing importance of the cities reduced the political power of the farmers.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. The leaders of the farm revolt movement had colorful names.

___ 2. Rising production costs and falling farm prices were the basis of the farm problem.

___ 3. Farmers worked hard but seemed to make little money.

___ 4. Farmers turned to political third parties in hope of improving their conditions.

___ 5. The Alliance movement helped to bring about some unity of action between southern whites and blacks.

B. EXAMINING ISSUES

Choose the correct answer.

1. "If you'll only look and see
I think you will agree
That the farmer is the man
that feeds them all."

These words sung at farmers' meetings meant that:

___ a. the nation depended upon the farmer for its food.

___ b. most people did not really understand the farm problem.

___ c. farmers worked hard.

2. "Every house I visited had its individual message of sordid struggle and half-hidden despair."

These words by Hamlin Garland told of his having found:

___ a. bad housing in farm areas.

___ b. terrible conditions of poverty in the farm areas.

___ c. fighting among the people living in farm areas.

3. "They are in the ditch just like we are."

These words by a white Alliance man meant that he believed:

___ a. black farmers worked hard.

___ b. blacks were entitled to be seen as equal to whites.

___ c. black farmers faced the same sort of problems as white farmers.

C. LEARNING TO READ CHARTS

Look at the chart below, then answer the questions.

CORN (million bushels)	
1860:	838
1880:	1,707
1900:	2,662
WHEAT (million bushels)	
1860:	173
1880:	502
1900:	599

___ 1. Corn production was DOUBLED between:

a. 1880 and 1900.

b. 1860 and 1880.

c. 1860 and 1900.

___ 2. Wheat production was MOST NEARLY TRIPLED between:

a. 1880 and 1900.

b. 1860 and 1900.

c. 1860 and 1880.

___ 3. Farmers produced a little MORE THAN 5 TIMES AS MUCH CORN THAN WHEAT in:

a. 1900.

b. 1860.

c. 1880.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. The farmers' revolt was sure to fail because of conditions that existed in the United States.

Do you agree with that statement? Give your reason for agreeing or disagreeing in at least 70 words.

2. Were the farmers justified in their demand for "cheap" money?

Give the reasons for your answer in at least 75 words.

E. LOOKING AHEAD

It has been said that farmers today face many of the same problems as farmers in the 1890s. What are some of today's problems and do they pose a serious problem to the small "family farm" in the nation?

You might discuss this in class.

Lesson 10

The Rise of Big Business

STEP 1

KEY WORDS: Look up these words in the Glossary.

capitalized go-getter

THINK ABOUT THIS:

1. What helped to bring about the rise of "big business"?
2. Who were the "go-getters" and what was their attitude toward business?

READ THIS:

The rise of "big business" had its start in the United States after 1865. Its beginnings were aided by:

1. The industrial and financial demands of the Civil War. This meant that large sums of money had to be raised and spent by the government. Factories had to produce weapons, ammunition, vessels, uniforms, shoes, and hundreds of other items.
2. Locating and mining the rich iron ore and coal deposits. This made possible the rapid growth of the steel industry.
3. High protective tariffs of the period. These tariffs were taxes on imported goods. They protected American industries from foreign competition.
4. The development of oil, railroad, road building, and automobile industries.
5. The rapid growth of consumer industries. These included sewing machines and gas and electrical appliances.

The growth of "big business" was helped by a desire for wealth. One popular minister of the 1800s put the case for wealth in these words to his listeners:

> "I say that you ought to get rich, and it is your duty to get rich."

As for those who did not gain wealth, he had this to say:

> "Let us remember there is not a poor person in the United States who was not made poor by his own shortcomings."

Such views were shared by people of wealth. Many were "go-getters" who worked hard to build businesses and make money. They felt they had a special place in American life and were entitled to special treatment.

In 1861 J.P. Morgan was 24, John D. Rockefeller was 22, Jay Gould was 25, Philip Armour 29, and James Mellon was also in his twenties. They all managed to avoid military service in the Civil War. No doubt they would have agreed with Mellon's father who told him:

> "A man may be a patriot without risking his own life... There are plenty of lives less valuable."

Such an attitude aided these young "go-getters" in the years after 1865. They became the organizers of "big business" and grew very wealthy. Much of their power came from their skill in the world of business. But they, and others like them, also let nothing stand in the way of success. When the very wealthy Cornelius Vanderbilt was told that some of his actions might be against the law, he thundered:

> "Law, what do I care about law? Hain't I got the power?"

Power and the desire for money were not the only things the "go-getters" wanted. They claimed also to want the chance to build businesses and to make products. Andrew Carnegie said he found joy:

> "...in manufacturing something and giving employment to many men."

Andrew Carnegie

Carnegie did, indeed, give employment to many people. His Carnegie Steel Company employed thousands of workers and was very sucessful. The company was capitalized at $25 million in 1892. This figure rose to $160 million in 1900. We must remember that a million dollars in 1900 was worth more than a *hundred million* dollars in today's money.

Carnegie's success was overshadowed by a more powerful group. In 1901 the United States Steel Company was formed. It bought out the Carnegie Steel Company for $480 million. This vast sum paid to Carnegie was not subject to any income tax because there was no income tax in 1901!

The United States Steel Corporation was the first American company to be capitalized at ONE BILLION DOLLARS. The confidence of its organizers is shown by their assuming a debt of $303 million. J.P. Morgan was paid $75 million for his services in organizing U.S. Steel. Americans looked at the numbers and realized that this was truly BIG BUSINESS.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

_____ 1. High tariffs helped to protect American industries.

_____ 2. The Civil War held back the growth of businesses in the United States.

_____ 3. The United States Steel Company was owned by Andrew Carnegie.

_____ 4. There was no income tax in the United States in 1901.

____ 5. The United States Steel Company was the first billion dollar corporation in the United States.

STEP 2

KEY WORDS: Look up these words in the Glossary.

colossal efficiency elementary
eliminate merge procure
productivity recounted unification

THINK ABOUT THIS:

1. What were "pools" and how did they promote "big business"?

2. What were "trusts" and how did they affect "big business"?

3. How did mass production and the efficiency movement affect "big business"?

READ THIS:

Big business was made truly BIG by many new types of agreements and forms of organization. Sometimes a number of companies agreed among themselves to fix prices and limit competition. Such an agreement was known as a "pool." An official of a group involved in one pool agreement put it this way:

"There is nail machinery enough in this country to produce four times as many nails as can be sold. When there is no pool the makers simply cut each other's throats."

Some of the new business leaders went beyond the use of pools. They formed a type of business organization known as a "trust." This was done by having company stockholders turn over their shares of stock to "trustees." In return, the stockholders received "trust certificates." The trustees now ran the company and the certificate owners received shares of the profits.

The trusts soon established greater control over certain industries. An officer of one of the trusts explained how this was possible. He explained that a number of separate companies could now:

"...have a common name, a common office, and a common management."

The advantage of this was that:

"...if the Directors of one of the companies and their successors shall be made Trustees of all such stock, you thus procure a practical unification of all the companies."

The power of the trusts and some of their actions led to demands for government action. In 1889 a United States senator said that the evil deeds of the Standard Oil Company had been:

"...recounted until some of them are familiar to everyone..."

He went on to say that:

"...the colossal fortunes which have grown from it, which in all their vastness do not represent one dollar of honest toil or one trace of benefit to mankind, nor any addition to the product of human labor..."

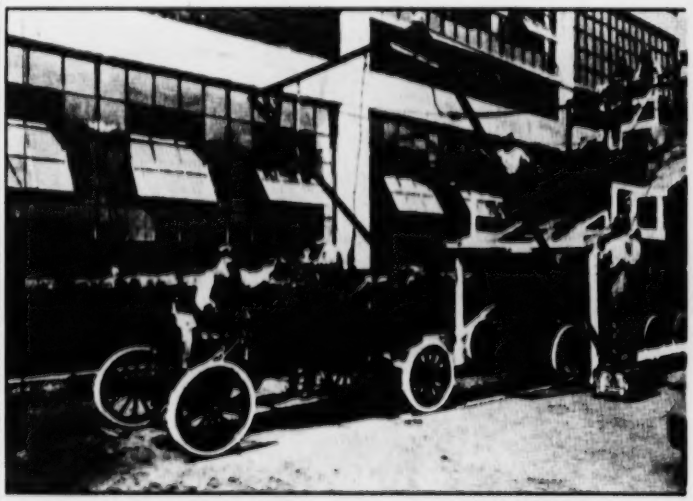
The use of pools and trusts was made illegal after 1890. However, they were still used by some businesses in one way or another. In addition, many companies organized in other ways to merge and grow larger.

Several new industries developed in the early 1900s. Probably the most important of these was the automobile industry. The automobile opened a new world to the nation. No wonder Henry Ford could say:

"I invented the modern age."

Henry Ford does not deserve all the credit for the modern age. He did not even invent the automobile. However, he used a type of organization in his factories that made possible the "mass production" of automobiles. He also established the idea of lower prices along with greater production. His idea he said was:

"Better and cheaper. More of them. Better and cheaper."



Ford Motor Company

Model T Fords coming off assembly line, 1914.

The price of Ford's Model T car fell from $780 in 1911 to $680 in 1912 and $360 in 1914. By 1920 Ford was producing 6,000 cars a day! The rapid rise of the automobile industry was aided by the growth in surfaced roads. There were 154,000 miles of such roads in 1905. The number more than doubled in the next fifteen years. Today there are more than 3,900,000 miles of these roads.

American industrial development was greatly aided by the teachings of efficiency experts. They proposed to do away with anything that reduced worker productivity. Frederick W. Taylor, the leading efficiency expert in the early 1900s, saw the need to study elementary worker movements. He proposed that trained efficiency experts:

> "Study with a stop watch the time required to make each of these elementary movements and then select the quickest way of doing each element of work."

The key to greater efficiency and productivity, according to Taylor, was the need to:

> "Eliminate all false movements, slow movements, and useless movements."

Workers in the factories complained that this was a "speed up" procedure. They felt it made the worker into a human machine. The new industrial leaders felt otherwise. They saw the efficiency movement as another aspect of good business policy. Productivity became an important part of the development of big business.

By the 1900s big business was given a high place in American society. In the 1920s President Calvin Coolidge expressed that view when he said that "The business of America is business."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

___ 1. Trusts were more useful to businesses than pools.

___ 2. Henry Ford made possible the mass production of automobiles.

___ 3. The government took steps to try to limit or make illegal the forming of pools and trusts.

___ 4. Efficiency experts sought to increase worker productivity.

___ 5. Pools and trusts helped promote "big business" in the United States.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. The "go-getter" business people wanted to gain wealth.

___ 2. The rise of "big business" was aided by the Civil War, high tariffs, and the development of many new industries.

___ 3. Pools and trusts helped to promote the rise of "big business."

___ 4. Many people became wealthy after the Civil War.

___ 5. Greater efficiency and higher worker productivity helped to further "big business."

B. EXAMINING ISSUES

Choose the correct answer.

1. "I invented the modern age."

This boast by Henry Ford meant that he felt:

___ a. he used his riches wisely.

___ b. he felt his mass production of automobiles had brought about the modern age.

___ c. his inventions were seen by everyone as part of the modern age.

2. "Eliminate all false movements, slow movements, and useless movements."

These words were the main teachings of the:

___ a. organizers of pools.

___ b. efficiency experts.

___ c. organizers of trusts.

3. "Law, what do I care about law? Hain't I got the power?"

These words by Cornelius Vanderbilt show that he believed he was:

___ a. above the law.

___ b. entitled to all the money he could make.

___ c. richer than people knew.

4. "...if the Directors of one of the companies and their successors shall be made Trustees of all such stock, you thus procure a practical unification of all the companies."

This statement explains:

___ a. the dangers of a trust.

___ b. how a trust is formed and how it affects business.

___ c. why a trust is good for the entire general public.

C. ACTION AND RESULT

In each example below, which was the ACTION (A), and which was the RESULT (R)?

1.___ Spending of large sums of money by the government.

___ The Civil War.

2.___ High tariffs.

___ Protection of many industries.

3.___ Efficiency methods.

___ Greater productivity.

4.___ Forming of larger business groups.

___ Organization of trusts.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. List 3 things that aided the rise of "big business" and tell something about two of those things in at least 80 words.

2. How was the rise of "big business" affected by any TWO of the following?

   a. Henry Ford
   b. United States Steel Company
   c. efficiency experts
   d. trusts

Write at least 50 words about each of the two topics you choose.

E. LOOKING AHEAD

In spite of government efforts, the growth of "big business" has continued. It has been argued that such growth is good because it makes for more efficient production and lower prices for consumers.

It has also been argued that the growth of "big business" is bad because it limits competition.

You might discuss these points in class. Be sure you understand the meaning of *competition* and what part it plays in the discussion.

55

Lesson 11

The Rise of Labor Unionism

STEP 1

KEY WORDS: Look up these words in the Glossary.

agitator anarchist employers
infinite redress socialist

THINK ABOUT THIS:

1. Why were labor unions organized?
2. How did many labor union leaders look upon strikes?
3. What was the stated aim of the AFL?

READ THIS:

Labor unions are organized by working people. The unions act on behalf of the workers who are their members. They try to gain higher wages and better working conditions from the employers. A worker in a union has more strength than if he tried to gain improvements on his own.

The first unions in the United States were formed in the late 1700s. These early unions were very weak and had few members. A National Trades Union was established in 1834. It grew to a membership of about 300,000 but fell apart in 1837.

Working conditions in the late 1800s were very bad. In 1883 a doctor reported about workers in a textile mill town in Massachusetts in these words:

> "Most of them are obliged to live from hand to mouth. "

As a result, he reported:

> "This constant strain...(tends) to make them on the one hand uneasy and restless, or on the other hand to produce discouragement and recklessness."

A Massachusetts textile mill worker reported in 1882 that:

> "Bad cotton, stealing time, and a constant and steady 'grind' constitute the three greatest complaints..."

He also declared that there was no chance for workers to complain. In his words:

> "There is no redress here and no appeal. The by-word is 'If you don't like it, get out.'"

Employers often showed no respect for their workers. One textile company executive expressed his attitude in these words:

> "We have the scum of the English and Irish in our midst...We never employ a man who belongs to a trade union if we know it."

The first national labor union was organized in 1869 as the Knights of Labor. Membership was open to all, except bankers, lawyers, gamblers, and saloon keepers. Its goal of "one big union" gained many members. At first the Knights of Labor were against the use of work stoppages, or strikes. The leader of the national union, Terence V. Powderly declared:

> "Strikes are a failure. Ask any veteran in the labor movement and he will say the same."

In spite of this, the Knights of Labor did engage in strikes with some success. Union membership rose to about 700,000 in the 1890s. However, a riot in Chicago in 1886 involving an anarchist group was blamed on the Knights of Labor. They were not really at fault but lost most of their members. By 1900 the Knights of Labor had almost disappeared.

Low wages and poor working conditions were the reasons workers kept trying to form unions. The Knights of Labor was replaced by the American Federation of Labor (AFL). It had been founded in 1881 and was reorganized in 1886. The driving force behind the AFL was Samuel Gompers. He served as president of the national labor union, except for one year, from 1886 to 1924.

Labor unionism was not easily accepted by many leaders of "big business." In 1902 the president of the Philadelphia and Reading Railroad stated that:

> "The rights and interests of the laboring man will be protected and cared for, not by the labor agitators, but by the Christian men to whom God, in his infinite wisdom, has given control of the property interests of the country."

The notion that God was involved in labor matters was not widely accepted by workers. The AFL had begun with only about 140,000 members in 1886. It grew steadily stronger and had 500,000 members by 1900. One important demand of working people at the time was for an eight-hour workday. A slogan of the time said:

> "Eight hours work a day leaves eight for sleep and eight for play."

The new unions also sought to win higher pay and better working conditions. The AFL showed no interest in politics at a time when European unions were under socialist influence. Instead of supporting any political party, the AFL adopted the slogan:

> "Reward your friends and punish your enemies."

Most AFL unions were concerned only with "bread and butter" issues. One union leader explained:

> "We have no ultimate ends. We are going on from day to day. We are fighting for immediate objects– objects that can be realized in a few days."

CHECKING UP:

Is each of the following statements TRUE (T) or (FALSE (F) ?

____ 1. The Knights of Labor did not engage in strikes.

____ 2. The Knights of Labor were organized before the American Federation of Labor.

____ 3. The AFL supported the socialists in politics.

____ 4. The Knights of Labor were unfairly blamed for a Chicago riot.

____ 5. Unions act on behalf of their members to seek higher wages and better conditions from employers.

STEP 2

KEY WORDS: Look up these words in the Glossary.

boycott crude indifferent
lockout picketing remedy
solidarity violence

THINK ABOUT THIS:

1. How did the labor union attitude toward strikes change?
2. What were the "weapons" of labor and management?
3. How were mediation and arbitration used to prevent strikes?

READ THIS:

Union leaders were divided on the issue of having workers strike. One reason was that they knew strikes would not always be successful. There was also a belief they could make better progress by improving working skills. This belief had been expressed even before the AFL was founded.

In 1877 Engene V. Debs was a railroad union leader. At that time he explained that:

> "The object of our (union)...is to make men out of crude material, and when we have succceeded in that, there will be no occasion for strikes."

Debs felt there would be no need for strikes because:

> "...when we are fully qualified to receive our rights, they will always be accorded us."

Ten years later, the founders of the AFL generally agreed with what Debs had said. They also felt that their program could not apply to the mass of workers. Instead, they proposed to organize only the workers in skilled crafts. They believed that these skilled workers could win demands by just threatening to withhold their labor. Unskilled workers did not have this power.

Samuel Gompers tried to steer the AFL away from strikes. In 1883 he had told a Senate committee that:

> "Strikes ought to be, and in well-organized trades unions they are, the last means which workingmen resort to protect themselves against the almost never satisfied greed of the employers."

However, Gompers did not entirely rule out the use of strikes. He told the committee:

> "...the strike is, in many instances, the only remedy within our reach as long as legislation is entirely indifferent to the interests of labor."

Workers turned to the strike weapon more often in the late 1800s. An effort by railroad companies to cut wages led to a strike in 1877. The strike soon spread to many cities and there was violence and rioting.

Another fierce strike broke out at the Carnegie Steel Company in 1892. It led to an armed fight between strikers and private company police. Then, in1894, Engene V. Debs led his American Railway Union in a boycott against the Pullman Car Company. The boycott was in support of Pullman workers who were on strike. President Grover Cleveland used federal troops to break the strike and Debs was jailed. He had come a long way from his arguments against strikes in 1877.

Library of Congress

Soldiers firing on striking railroad workers, 1877.

Strikes broke out in all parts of the country in the early 1900s. Many women and new immigrants brought great strength to the union movement. The "weapons" of labor were the use of strikes, picketing, and boycotts. The employers used strikebreakers and lockouts as their weapons against the unions.

Efforts were also made to settle labor disputes peacefully. The methods used included having both sides engage in mediation and arbitration.

BEST COPY AVAILABLE

In mediation, the union and management use a third party. That person is called the mediator. He or she tries to suggest a compromise to avoid a strike. Neither the union nor the management is required to follow the mediator's suggestions.

Arbitration also involves the use of a third party, the arbitrator, to avoid strikes. She or he studies the issues and makes a decision. That decision must be accepted by those who agreed to arbitration.

The AFL continued to grow during the 1900s. In 1914 there were 2 million union members. That figure rose to 4 million in 1920 but fell after that. It did not recover until the 1930s. In spite of the weaknesses of labor unionism, it won the passage of many laws to help workers. There also developed a sense of solidarity among workers. This was expressed by Rose Schneiderman of the Women's Trade Union League who explained:

> "To me the labor movement was never just a way of getting higher wages. What appealed to me was the...great cause that created fellowship."

The meaning of that great cause was that you were supposed to want those:

> "...working beside you to be treated just as well as you were, and an injury to one was the concern of all."

Labor unionism had come a long way from its beginning in the 1800s. It was becoming more equal with "big business." But unionism would have to wait until the 1930s to reach its greatest strength.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

___ 1. The AFL was mainly interested in skilled craft workers.

___ 2. Strikes did more harm than good.

___ 3. Arbitration is more popular than mediation.

___ 4. The decision of an arbitrator has to be accepted.

___ 5. The AFL was stronger in 1920 than it was in 1914.

Ladies Garment Workers Parade, 1910. *Chicago Historical Society*

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. The first labor unions in the United States were founded in the late 1700s

___. 2. American labor unions were organized to help workers gain higher wages and better working conditions.

___ 3. Work conditions were often very bad in the United States.

___ 4. Unions and management each had "weapons" they used in labor disputes.

___ 5. The use of mediation and arbitration helped cut down on the use of strikes.

B. EXAMINING ISSUES

Choose the correct answer.

1. "Eight hours work a day leaves eight for sleep and eight for play."

This slogan was one that could have been used by:

____ a. the government.

____ b. unions.

____ c. business owners.

2."Reward your friends and punish your enemies."

These word are the belief held by the:

____ a. government toward unions.

____ b. business management toward unions.

____ c. unions toward politics.

3. "...an injury to one was the concern of all."

These words were part of the beliefs held by many:

____ a. union members.

____ b. government officials.

____ c. people who worked as mediators and arbitrators.

4. "There is no redress here, and no appeal. The by-word is 'If you don't like it, get out.'"

This statement shows a reason for the unhappiness of:

____ a. workers who had unions.

____ b. union leaders.

____ c. workers who did not have unions.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. List 3 reasons why workers joined unions and name 2 "weapons" used by unions. Write at least 75 words to tell how the "weapons" were used.

2. Labor unions can make use of strikes, mediation, and arbitration. Write at least 40 words each about any two of these things.

D. LOOKING AHEAD

Unions grew much larger and more powerful in the years from 1945 to about 1975. Since then they have lost many members and it has been argued that unions are less important because there are laws to protect workers.

You might discuss your feelings about this in class.

Lesson 12

The New Immigrants

STEP 1

KEY WORDS: Look up these words in the Glossary.

begets emigration fraternal
immigrants immigration inscribed
refuse Scandinavia teeming

THINK ABOUT THIS:

1. How did the "new" immigration differ from the "old" immigration?

2. What changes were brought to the United States by the "new" immigrants?

READ THIS:

Immigration to the United States rose steadily after independence. In the years from 1783 to 1819 about 250,000 immigrants came to the United States. There was a steady increase for the next 30 years. The chart below shows the number of immigrants to the United States in "round numbers" in 1835, 1840, 1845, and 1850.

Immigrants to the United States

Year	*Number of Immigrants*
1835	41,000
1840	80,000
1845	109,000
1850	308,000

The number of immigrants rose to a high of 405,000 in 1854, but fell to 187,000 in 1855. The next great increase did not come until 1881 when 528,000 immigrants came to the United States. But by that time there was also a change in the areas from which the new immigrants came.

Until the 1880s nearly all of the immigrants came from northern and western Europe. Most of them came from Great Britain, Ireland, Scandinavia, and Germany. By 1890 about one-third of the immigrants were from central, eastern, and southern Europe. They came mainly from Austria-Hungary, Poland, Russia, and Italy.

Many of the new immigrants were very different from those of earlier times. The "old" type immigrants had often spoken English and had some education. Except for the Irish who were Catholics, the earlier immigrants had been Protestants.

The immigrants who came after 1890 were different. Few of them spoke English and most had no education. Their religions were mainly Catholic, Jewish, or Greek Orthodox. Almost all of them were very poor. These immigrants fit the words written by Emma Lazarus in her poem "The New Colossus." Those words were inscribed on the Statue of Liberty when it was dedicated in 1888:

"Give me your tired, your poor,
Your huddled masses yearning to
be free,
The wretched refuse of your
teeming shore,
Send these, the homeless,
tempest-tossed, to me:
I lift my lamp beside the
golden door."

From 1880 to 1920 millions of "new" immigrants poured into the United States. They soon more than matched the numbers arriving from the "old" immigrant lands. It has been said that "emigration begets emigration." This means that those who emigrate from a country help others to follow them. The chart on the next page tells the story of emigration from different parts of Europe. The figures are given in round numbers:

IMMIGRATION TO THE U.S.

Year	*Northern and Western Europe*	*Southern and Eastern Europe*
1881-1890	3,700,000	950,000
1891-1900	1,600,000	1,900,000
1901-1910	1,900,000	6,200,000
1911-1920	2,000,000	2,300,000

Except for the Irish, many of the "old" immigrants had settled on farms or in western areas. Most of the Irish had found jobs and homes in cities along the northeast coast area. The "new" immigrants also settled in cities in the northeast. Before long, the flood of immigration brought great changes to the cities.

New types of cultural and fraternal organizations arose among the city immigrant groups. The Knights of Columbus and the Sons of Italy served religious and fraternal needs of Italian immigrants. The Hebrew Immigrant Aid Society (H.I.A.S.) and the Workmen's Circle (Arbeiter Ring) served the expanding Jewish immigrant community. Greek immigrants were served by the Pan-Hellenic Union. There were also other organizations serving Polish, Russian, and Austro-Hungarian groups.

Foreign language newspapers were published in nearly all the cities. New York City alone had more than a dozen foreign language newspapers. The Russian, Italian, Yiddish, and Greek newspapers were sold alongside the regular English language newspapers.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

___ 1. The United States needed many immigrants after it had gained its independence.

___ 2. The immigrants after 1890 were different from the earlier immigrants.

___ 3. More Protestants than Catholics came to the United States before 1890.

___ 4. Many more "new" immigrants settled in the cities than did the "old" immigrants.

___ 5. The many immigrants after 1890 brought great changes to the cities in which they lived.

STEP 2

KEY WORDS: Look up these words in the Glossary.

alien anti-semitism bigotry
characteristics illiteracy literacy
nativist traits

THINK ABOUT THIS:

1. How did many Americans feel about the "new" immigrants?

2. What were the literacy tests and what was their purpose?

READ THIS:

The city life of the "new" immigrants was a lively one. Musical shows, plays, and lectures were performed in a dozen foreign languages. Many "new" immigrants had received only a limited education in Europe. Now they began to seek more knowledge and education became their goal. Many years later one man said of his youth:

> "I wanted to drink from strange wells..."

Newspapers, books, plays, and lectures were the "strange wells" of many immigrants.

The foreign languages and customs of the "new" immigrants worried many Americans.

62

They feared the changes that the immigrants brought to the nation. One of the old line Americans, a person who otherwise favored reform, asked:

> "Are we not, most of us, fairly well satisfied with the characteristics, mental and physical, of the old American stock? Do we not love American traits as they are?"

Prejudice against immigrants was not new in the United States. Mass Irish immigration in the mid-1800s had led to anti-Irish, and anti-Catholic actions. The "Know Nothing" party of the 1840s and 1850s had carried on a semi-secret campaign against Irish and German Catholics. A new anti-Catholic campaign of prejudice was carried on in the 1890s.

The American Protective Association (A.P.A.) carried on a new semi-secret nativist campaign. Its bigotry was directed mainly against the Irish, but also included German, Polish, and other Catholics. Every A.P.A. member declared that:

> "I will use my influence to promote the interest of all Protestants...I will not employ a Roman Catholic in any capacity, if I can procure the services of a Protestant."

Bigotry and prejudice were not limited to the A.P.A. Nor were they applied only to Catholics. Many Jews suffered from anti-semitism and there was also widespread discrimination against all foreigners. In some cases the campaign against foreigners took the form of demanding literacy tests for immigrants.

Senator Henry Cabot Lodge of Massachusetts favored literacy tests. He called them "illiteracy tests" and was pleased that:

> "...the illiteracy test will bear most heavily upon the Italians, Russians, Hungarians, Greeks, and Asiatics, and very lightly, or not at all, upon English-speaking emigrants or Germans, Scandinavians, and French."

Lodge felt this was proper since:

> "...the races most affected by the illiteracy test are those who are most alien to the great body of the United States."

A literacy bill was passed by Congress in 1897. It was vetoed by President Grover Cleveland who thought it an unfair law. In his veto message the president declared:

> "It is said...that the quality of recent immigration is undesirable. The time is quite within recent memory when the same thing was said of immigrants who, with their descendents, are now numbered among our best citizens."

Literacy bills aimed against the "new" immigrants were also passed in 1913 and 1917. The 1913 bill was vetoed by President Taft. President Woodrow Wilson vetoed the 1917 bill and declared the test was:

> "...not a test of character, of quality, or of personal fitness."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

___ 1. The "Know Nothing" party had favored more immigration.

___ 2. Literacy tests were aimed at keeping out the "new" immigrants.

___ 3. The first literacy test bills were vetoed by the presidents of the United States.

___4. Education was very important to many of the immigrants.

___ 5. The American Protective Association wanted to protect the rights of immigrants.

63

STEP 3

KEY WORDS: Look up these words in the Glossary.

barring exclusion quota
Slovak Slovenians squabbling

THINK ABOUT THIS:

1. What did the National Origins Plan do and what was its effect?

2. What was the purpose of the "Gentlemen's Agreement"?

3. What happened to immigration to the United States after 1920?

READ THIS:

President Wilson's veto of the 1917 literacy bill was overridden by a 2/3 vote of the Congress. By that time other steps were being taken to limit the rise in "new" immigrants. In 1907 President Theodore Roosevelt had appointed a special Commission to look into the matter. Roosevelt feared the "new" immigrants might continue their European national quarrels and make the United States:

> "...a tangle of squabbling nationalities...the one certain way of bringing the nation to ruin."

The Commission spent four years studying the issue of immigration. It reported a difference between the "old" and "new" immigration and pointed out that:

> "...crowded districts [in several cities studied] are largely populated by... recent immigrants. In the eastern cities, New York, Philadelphia, and Boston, the Russian Hebrews and the south Italians are the largest elements."

In other cities, such as Buffalo, Cleveland, Milwaukee, and Chicago:

> "...the Poles, Slovaks, and Slovenians are found in great numbers."

The Commission made clear its desire for fewer of the "new" type of immigrants. In 1911 its report suggested a quota system to limit unwanted types of immigrants. Special laws were passed in 1921 and 1924 limiting immigration.

The National Origins Plan of 1929 set a limit on immigrants from outside the Western Hemisphere. That limit was 150,000 a year. A quota system within the Plan served to almost cut off all immigration from southern and eastern Europe.

Efforts were also made to reduce or halt immigration from Asia. At first this was directed against the Chinese. Many Chinese men had been brought to the United States to work on the western parts of the railroad system. By 1880 there were 150,000 Chinese living in California. A strong anti-Asian movement arose that sought to end Chinese immigration.

Anti-Chinese Riot, 1889 *State Historical Society of Colorado*

BEST COPY AVAILABLE

A Chinese exclusion law was passed by Congress in 1882. That law was extended twice and became permanent after 1902. The anti-Asian movement also was directed against Japanese immigrants. California, in particular, passed laws that tried to ban Japanese from owning property or land.

The anti-Japanese movement led to a "Gentlemen's Agreement" in 1907. This was an understanding between President Theodore Roosevelt and the Japanese government. The "agreement" left it to Japan to refuse passports to Japanese laborers seeking to move to the United States. In return, the United States government would not pass laws barring Japanese immigration.

Anti-Asian feeling proved stronger than the "agreement." In 1924 Congress ended the "agreement" and passed legislation forbidding any Japanese immigration to the United States.

The great waves of immigration had brought millions of people to the United States from 1880 to 1920. This led to outbreaks of prejudice and to efforts to limit immigration. Laws were passed that were aimed at the "new" immigrants from southern and eastern Europe and from Asia. Those exclusion laws would remain in effect until the end of World War II in 1945 when they were gradually relaxed.

The United States is truly a nation of immigrants. That includes the original people of the continent, the Native Americans. Their ancestors came to the Americas thousands of years ago from northern Asia. Since 1492 many millions of people have come to the United States. President Franklin D. Roosevelt made that point when he said Americans must:

> "...remember always that all of us...are descended from immigrants..."

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

___ 1. Many immigrants lived in crowded areas of the large cities.

___ 2. Americans wanted to end Chinese immigration even more than they wanted to end Italian immigration.

___ 3. The quota system served to limit "new" type immigrants more than it limited "old" type immigrants.

___ 4. The "Gentlemen's Agreement" meant the United States would not issue passports to Japanese citizens.

___ 5. The exclusion laws of the 1920s remained in effect until soon after 1945.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. Millions of people came to the United States as immigrants.

___ 2. The immigrants after 1890 came mainly from southern and eastern Europe, not from northern and western Europe.

___ 3. There was much prejudice among people in the United States.

___ 4. Efforts were made after 1890 to limit the number of "new" immigrants to the United States.

___ 5. Many Chinese and Japanese came as immigrants to the western area of the United States.

65

B. EXAMINING ISSUES

Choose the correct answers.

1. "Give me your tired, your poor, Your huddled masses yearning to be free..."

These words in the poem by Emma Lazarus mean that the United States:

___ a. needed more people.

___ b. wanted only poor people as immigrants.

___ c. was ready to welcome those immigrants seeking a new life.

2. "...remember always that all of us...are descended from immigrants."

These words by President Franklin D. Roosevelt meant that Americans:

___ a. did not know their past history.

___ b. owed much to the immigrants in their history.

___ c. favored more immigration.

3. "Are we not, most of us, fairly well satisfied with the characteristics, mental and physical, of the old American stock? Do we not love American traits as they are?"

These words show that the speaker:

___ a. wanted many changes in American life.

___ b. did not like the changes immigration brought to American life.

___ c. did not think immigration brought many changes.

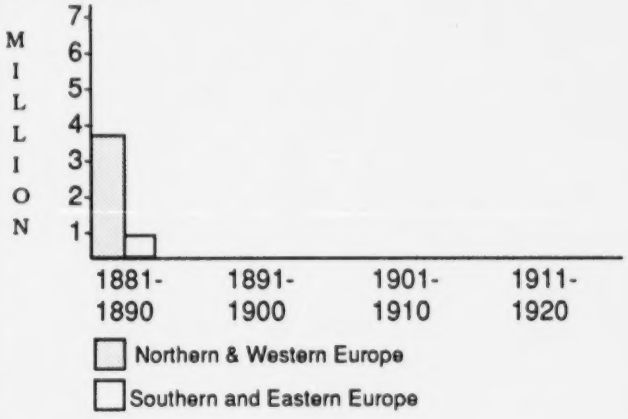
66

C. LEARNING TO MAKE BAR GRAPHS

IMMIGRATION TO THE U.S.

	Northern and Western Europe	*Southern and Eastern Europe*
1881-1890	3,700,000	950,000
1891-1900	1,600,000	1,900,000
1901-1910	1,900,000	6,200,000
1911-1920	2,000,000	2,300,000

Use the outline below to make a bar graph for the figures above. The bars are shown for 1881-1890.



D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. List 2 ways in which the "new" type immigrants differed from the "old" type immigrants. Write at least 75 words about how those differences affected feelings about immigration.

2. Name three possible reasons for strong feelings against immigration after 1890. Write at least 75 words about the efforts made to limit immigration.

E. LOOKING AHEAD

It has been said that the effects of immigration have been of great benefit to the United States. This has been disputed by those who say that there is also a negative side to immigration. You might want to discuss this issue in class.

Lesson 13

The Election of 1896

STEP 1

KEY WORDS: Look up these words in the Glossary.

denounce dominate righteous
verge

THINK ABOUT THIS:

1. What were some causes of unrest in the 1890s?

2. What issues divided Democrats in the 1890s?

READ THIS:

The 1890s were a time of unrest for many Americans. Factory workers and farmers faced hard times. Economic depressions and panics led to bank failures, unemployment, and the foreclosure of farms. Meantime the number of millionaires in the cities grew and they lived in unbelievable luxury.

The United States had been shaken by severe economic panics in 1873 and 1884. Another panic in 1893 brought fear of a national collapse. The People's party convention of 1892 warned that:

> "...we meet in the midst of a nation brought to the verge of...ruin."

They did not hesitate to place the blame for these conditions and declared:

> "Corruption dominates...[and] the fruits of the toil of millions are boldly stolen to build up colossal fortunes for a few...and the possessors of these, in turn, despise the Republic and endanger Liberty."

Corruption existed everywhere and led to a lack of justice. The result, the populists said, was that:

> "From...government injustice we breed two great classes — tramps and millionaires."

The demands for change had led to changes in politics. Americans who had no faith in Democrats or Republicans turned to third parties. In the 1890s the People's party challenged the two older parties. At the same time, an effort was made by farm groups to take control of the Democratic party.

The fight within the Democratic party was especially strong in the South. Benjamin Tillman, a Democrat, was elected to the Senate from South Carolina. He won the votes of farmers in his state by his bitter attacks on President Grover Cleveland, a fellow Democrat. Tillman had this to say about Cleveland:

> "He is an old bag of beef, and I am going to Washington with a pitchfork and prod him in his ribs."

From then on Tillman was known as "Pitchfork Ben."

There were southerners like Tillman who liked what populists said. However they felt the People's party could never elect a president and win the control of Congress. Many southern Democrats also feared the People's party was too friendly toward blacks.

These southerners wanted the populists to support a Democratic candidate for president in 1896. This was seen as the only way to gain some of the reforms that the populists favored.

The People's party did finally support the Democrats in the 1896 presidential election. Many southern populists opposed this action. They saw the southern Democrats as enemies. This was especially true of black populists. A white writer in 1896 told of the People's party meeting that debated supporting the Democrats. He said that:

> "...the most eloquent speeches made were those of whites and blacks explaining...what the rule of the Democrats meant in the South."

He also told of a black delegate from Georgia who felt that:

> "...the People's party alone gave full fellowship to his race."

Support for the Democrats would depend on the party's candidate for president. Among the hopefuls was William Jennings Bryan of Nebraska. The 36-year-old Bryan was one of the leading orators of the time. He saw himself as having a great duty to the common people. Bryan felt he was, in his words:

> "...clad in the armor of a righteous cause."

William Jennings Bryan

Bryan had been elected to Congress in 1890. He soon entered the fight to pass an income tax law. The income tax was designed to place a greater share of taxation upon the rich. Actually, it was only a 2 per cent tax on incomes. The income tax was generally supported by the populists and many southern Democrats. It was opposed by Republicans, some Democrats, and all the wealthy people.

The proposed income tax brought on a bitter debate. One speaker warned it could lead many of the nation's "best people" to leave the country. Bryan had denounced the threat in these words:

> "Of all the mean men I have ever known, I have never known one so mean that his patriotism was less than 2 per cent deep...If some of our 'best people' prefer to leave the country rather than pay a tax of 2 per cent, God pity the worst..."

The income tax became law, but was declared unconstitutional in 1895. An income tax was made possible by the passage of the 16th Amendment in 1913. Today's income tax is many times more than the 2 percent proposed in 1894. There are very few Americans who leave the country because of it.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

___ 1. Farm groups tried to take over the Democratic party in the 1890s.

___ 2. Ben Tillman was opposed to the Democratic party.

___ 3. Black populists did not favor joining with Democrats.

___ 4. William Jennings Bryan was a leader of the People's party.

___ 5. The income tax law of the 1890s was declared unconstitutional.

STEP 2

KEY WORDS: Look up these words in the Glossary.

agrarian integrity stability

THINK ABOUT THIS:

1. What was involved in the "free silver" issue?
2. How did Bryan feel about the issue of "free silver"?
3. How did Bryan's speech affect the Democratic nominating convention of 1896?

READ THIS:

Bryan was defeated when he sought election to the Senate in 1894. In spite of the defeat, he remained a popular public speaker before farm groups and "free silver" Democrats. The "free silver" Democrats wanted the "free and unlimited" coinage of silver coins. This idea is not well understood today, but was a big issue in the 1890s.

The effect of "free silver" would be to cheapen the value of money. This would raise prices paid for crops and make it easier for the farmers to repay their debts. However, cheaper money would reduce the value of the money repaid to those who had made the loans.

"Free silver" was opposed by banks and business people. It also troubled many workers who feared it would lead to inflation. This would raise the prices they paid for goods. Democrats were split on the issue. Bryan and his supporters favored "free silver." The Democrats opposing "free silver" included President Cleveland. They were known as "Gold Bugs."

The Democratic party held its nominating convention in Chicago in 1896. It denounced Cleveland and the "Gold Bugs," and applauded a free silver platform. The high point of the convention was reached when Bryan delivered a speech that held the audience spellbound. In an age when there were no microphones or loudspeakers his voice rang out in clear tones:

> "The man who is employed for wages is as much a business man as his employer...the merchant at the cross-roads store is as much a business man as the merchant of New York; the farmer who goes forth in the morning and toils all day...is as much a businessman as the man who...bets upon the price of grain..."

He warmed to the topic and declared for the convention:

> "We come to speak for this broader class of business men."

Bryan went on to give his support to an income tax and stated that:

> "When I find a man who is not willing to bear his share of the burdens of the government which protects him, I find a man who is unworthy to enjoy the blessings of a government like ours."

The speech moved on to the ending for which it gained its fame.

> "Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer...[the] demand for a gold standard by saying...You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold."

The end of the speech was greeted by thunderous applause. Many years later an elderly man recalled being in the hall as a young messenger boy. He had started across the hall to deliver a message when Bryan began to speak. The young boy forgot his task and was rooted to the spot by Bryan's oratory. He was fired for not having delivered the message, but the memory of that day remained with him for the rest of his life.

The Democrats, supported by the populists, nominated Bryan for the presidency. He campaigned across the country and delivered hundreds of speeches. William McKinley, the Republican candidate did almost no active campaigning. It did not matter. Fear of populism and the possible danger of free silver inflation led to Bryan's defeat.

William McKinley

American business people rejoiced in Bryan's defeat. They also found comfort in the remarks of a London newspaper that said:

> "The hopelessly ignorant...of American civilization voted for Bryan, but the bulk of the solid sense, business integrity, and social stability sided with McKinley. The nation is to be congratulated."

The election of 1896 was the last political effort of agrarian America to take power. Political power now moved steadily into the hands of industrial and urban America. But the ideas of the populists and the free silver people lived on.

Today the United States is no longer on the gold standard. The income tax is accepted, even if it brings complaints. Banks, stocks and bonds, and many aspects of business are regulated. These were all ideas put forward by the "hopelessly ignorant" followers of Bryan in the election of 1896. Almost a century later they are accepted parts of American life.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

___ 1. The populists were wrong to support the Democrats in 1896.

___ 2. Bryan supported free silver in his speech to the convention.

___ 3. William McKinley was not as good a public speaker as Bryan.

___ 4. Bryan supported an income tax in his speech to the convention.

___ 5. Free silver was a big issue in the 1890s.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. The Democratic party met in Chicago to nominate a candidate for president in1896.

___ 2. The free silver issue divided the Democratic party.

___ 3. Senator Tillman did not like President Cleveland.

___ 4. The People's party supported the Democratic candidate for president in 1896.

___ 5. The defeat of Bryan was a serious blow to the political efforts of agrarian America.

70

B. EXAMINING ISSUES

Choose the correct answers.

1. "...we meet in the midst of a nation brought to the verge of...ruin."

These words, spoken in 1892, would NOT be accepted by:

___ a. People's party members.

___ b. Democrats.

___ c. Republicans.

2. "Of all the mean men I have ever known, I have never known one so mean that his patriotism was less than 2 per cent deep..."

The "mean men" referred to in these words are the people who:

___ a. favored free silver.

___ b. were against free silver.

___ c. were against an income tax.

3. "...You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold."

These words by Bryan were an attack upon:

___ a. corruption in government.

___ b. the gold standard.

___ c. the hard times suffered by many people.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. In at least 80 words tell something about the free silver issue and why it divided the Democratic party.

2. It has been said that the nomination of William Jennings Bryan made possible the support of the Democrats by the People's party. Explain in at least 80 words why Bryan would be a candidate the People's party would accept.

D. LOOKING AHEAD

In 1896 McKinley won the presidency with 7 million popular votes and 271 electoral votes. Bryan received 6.5 million popular votes and 176 electoral votes. Bryan carried the South, and the plains and mountain states. McKinley carried California, Oregon, the midwest, and all of the eastern states.

Tell how these results indicate:

1. The drop in importance of agrarian America.

2. The increase in importance of industrial America.

3. The base of support for the Bryan program that made it possible for many of his proposals to be adopted in the future.

You might discuss this in class.

Lesson 14

Imperialism and Racism

STEP 1

KEY WORDS: Look up these words in the Glossary.

Anglo-Saxon annexed colony
degrade die humilate
major race

THINK ABOUT THIS:

1. What are racism and imperialism?
2. How is racism linked to imperialism?
3. What did the United States gain from the Spanish-American War?

READ THIS:

Racism is the belief by the people of one race that they are superior to other races. In many cases racism leads to bigotry and prejudice. It can also degrade and humilate certain people.

Racism has existed in one form or another in many parts of the world. It had a long history in America after 1492. The racism of white Americans was first shown toward the Native Americans. It was extended to include blacks when slavery was introduced in America.

The Civil War ended slavery but it did not end racism. The Spanish-American War of 1898 helped to spread racism in the United States. The war itself was easily won in spite of many errors made by the United States Army. Most Americans probably agreed with the statement that:

"It has been a splendid little war."

There were two main reasons for the United States war with Spain. One reason was the desire to help Cuba win independence from Spain. The second reason was the wish of many Americans to engage in imperialism. They wanted the United States to take over other lands in the Caribbean and Pacific Ocean areas.

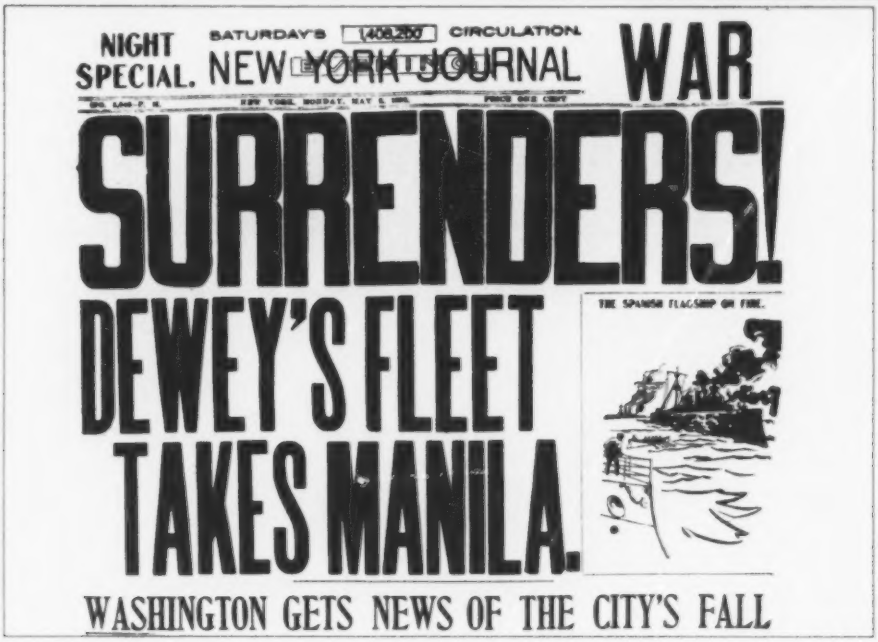
Imperialism has existed since ancient times. An imperialist nation controls or annexes lands beyond its own borders. This was important to industrial nations during the 19th century. Imperialism brought them raw materials and markets in foreign lands they had seized. Great Britain, Germany, France, and Italy were industrial nations. They were also major imperialist nations with colonies in Africa and Asia. Spain was not an industrial nation, but it held the colonies of Cuba and the Philippines.

The United States became a major industrial nation in the late 1800s. This led to a growing interest in imperialism. Americans who favored imperialism did not always speak about raw materials and markets. One pro-imperialist minister remarked in a sermon:

> "Does it not look as if God were not only preparing in our Anglo-Saxon society the die with which to stamp the peoples of the earth, but as if he were massing behind the die the mighty power with which to press it."

The minister used religion to try to hide his racist ideas. The same beliefs were expressed by others. The National Education Association (NEA) gave its support to the war against Spain and declared:

> "The cause of freedom and humanity, and the solidarity of both the American people and the Anglo-Saxon races is vastly increased by such an armed contest."



NIGHT SPECIAL. SATURDAY'S 408,260 CIRCULATION
NEW YORK JOURNAL

WAR

SURRENDERS!

DEWEY'S FLEET TAKES MANILA.

THE SPANISH FLAGSHIP ON FIRE.

WASHINGTON GETS NEWS OF THE CITY'S FALL

New York Public Library

The war with Spain proved to be a very short one. The American victory took only four months. That victory made the United States a leading world imperialist power. The peace treaty included the following shifts of land from Spain to the United States:

1. The United States received Puerto Rico in the Caribbean Sea area.

2. The United States received the island of Guam in the Pacific Ocean area.

3. The United States paid Spain $20 million for the Philippine Islands in the Pacific Ocean area.

4. The United States took control over Cuba. It gave up that control in 1902, but was given a lease on a naval base in Cuba.

Cuba had not been the only colony in revolt against Spain in the 1890s. The people of the Philippine Islands had also been fighting for independence from Spain. They had assumed the defeat of Spain by the United States in 1898 would bring them independence. However, the Philippines now became a colony of the United States. This led to an uprising by Filipinos seeking independence from the United States.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

___ 1. The United States kept the island of Cuba after 1898.

___ 2. Racism often leads to bigotry and prejudice.

___ 3. Imperialism was not known before the 1800s.

___ 4. Industrial nations could get raw materials and markets as a result of imperialism.

___ 5. The Spanish-American War led to the United States taking over many Spanish colonies.

STEP 2

KEY WORDS: Look up these words in the Glossary.

abandoned applicable conservative
condemn contiguous injection
liberal Malays minorities
utilized

THINK ABOUT THIS:

1. What arguments did pro-imperialists give for taking over Cuba and the Philippines?

2. How did imperialism affect racism in the United States?

READ THIS:

The fighting in the Philippines was brutal and shocked many Americans. Some Americans condemned it as an example of American imperialism. They warned the United States not to extend its rule beyond its boundaries. It was pointed out that Puerto Rico, Cuba, Guam, and the Philippines were not "contiguous" parts of the United States. The pro-imperialists brushed aside these arguments.

Senator Beveridge (Ind.), a leading pro-imperialist declared:

> "Our navy will make them contiguous... American speed, American guns, American heart and brain and nerve will keep them contiguous forever."

He urged his listeners to:

> "...think of the prosperous millions... (Cuba) will support when...her people ask for the highest honor liberty can bestow, the sacred order of the Stars and Stripes, the citizenship of the Great Republic."

President McKinley, in discussing what to do with the Philippines, reported:

> "I am not ashamed to tell you...that I went on my knees and prayed Almighty God for light and guidance more than one night..."

The president felt his prayers were answered because:

> "...one night it came to me this way...That we could not leave...(the Philippines) to themselves– they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was..."

Because President McKinley felt the Filipino people were unfit to rule themselves:

> "...there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them."

This highly racist statement ignored the fact that most Filipinos were Roman Catholics.

Senator Beveridge warned that:

> "We are not dealing with Americans or Europeans. We are dealing with Orientals. We are dealing with Orientals who are Malays..."

Such crude appeals to racism were common at the time. They grew worse when the Philippine revolt against the United States went on. A San Francisco newspaper wrote in 1902:

> "Let us all be frank. WE DO NOT WANT THE FILIPINOS, WE WANT THE PHILIPPINES...they occupy land which might be utilized to better advantage by Americans. Therefore the more of them killed, the better."

The paper's editor realized how terrible this would seem, but he told his readers:

> "It seems harsh. But they must yield before the superior race...How shortsighted then, to check the army in its warfare upon these savages."

Even those who opposed the new imperialist policies sometimes did so for racist reasons. Senator "Pitchfork Ben" Tillman pointed out that as a senator from South Carolina:

"...with 750,00 colored population and only 500,000 Whites...I would save this country from the injection in it of another race question."

The racism spread by imperialism also affected radical groups. The newly organized American Socialist party often adopted a racist attitude. In 1902 one of its national leaders said:

"There can be no doubt that negroes and mulattoes constitute a lower race..."

He went on to express the belief that:

"...Caucasians and indeed even the Mongolians have the start on them (blacks) in civilization by many thousands of years—so that negroes will find it difficult ever to overtake them."

In 1910 such views led the party to approve the barring of Chinese immigration. However, the action was opposed by many socialists, including Eugene Debs.

The spread of racism frightened some Americans, including Senator George Hoar (Mass). He had joined the Republican party two years after it was formed in 1854. Hoar was a conservative in his politics, but a liberal in other ways. He favored women's rights, labor reform, and asked for justice for blacks and other minorities. Hoar was very opposed to imperialism and warned:

"The accomplishment of this Republic of its purpose to subjugate the Philippine people to its will, under the claim that it, and not they, had the right to judge of their fitness for a government, is a rejection of the old American doctrine as applicable to any race we may judge to be our inferior."

The result, Hoar warned, would be that:

"This doctrine will be applied hereafter, unless it be abandoned, to the Negro at home."

Hoar's warnings were not heeded. Racism spread and grew stronger during the next fifty years. It is only in recent times that the link between imperialism and racism has been fully understood.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

___ 1. The Philippine people revolted against rule by the United States.

___ 2. Imperialists did not believe that all people were equal.

___ 3. Annexing the Philippines was opposed by some Americans because the island was not a contiguous part of the United States.

___ 4. Imperialism was said to be a duty by those favoring it.

___ 5. Imperialism did not have to lead to belief in racism.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 important ideas in the reading selection.

____ 1. Spain had colonies in Cuba and the Philippines.

____ 2. Industrial growth helped to promote interest in imperialism.

____ 3.The United States became a colonial power after the war with Spain in 1898.

____ 4. Imperialism helped to promote the spread of racism in the United States.

____ 5. Cuba and the Philippines had been in revolt against Spain in 1898.

B. EXAMINING ISSUES

Choose the correct answers.

1. "Our navy will make them contiguous..."

These words meant that United States:

___ a. had a good navy.

___ b. could keep control over areas it annexed that were not directly part of the United States.

___ c. did not need to look far from its own borders for the things it needed.

2. "It seems harsh. But they must yield before the superior race..."

These words are an example of:

___ a. the demand of the industrial nations.

___ b. the thinking of those opposed to imperialism.

___ c. the thinking of those favoring imperialism.

3. "It has been a splendid little war."

These words were spoken because:

___ a. the United States won a quick, easy victory over Spain.

___ b. the war with Spain made the United States a great industrial nation.

___ c. imperialists felt war was good for a nation.

C. GEOGRAPHY SKILLS

Match the location in Column B with the countries or colonies in Column A. Some locations will be used more than once.

Column A	Column B
___ 1. Spain	a. Pacific Ocean area
___ 2. Germany	b. European area
___ 3. Italy	c. Caribbean area
___ 4. Guam	d. North American area
___ 5. France	
___ 6. United States	

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Write at least 100 words telling how the United States became an imperialist nation and how it was affected by this.

2. Write at least 100 words telling how the spread of racism can be linked to imperialism.

E. LOOKING AHEAD

Imperialism helped to spread racism in the United States. Do you think imperialism is still part of American policy? Is racism as much a problem today as it has been in the past? How do you think racism can be overcome in the future?

You might discuss this question in class.

Review

REVIEW

How much do you remember about the Lessons in this book? Here is a chance to check yourself with a review of what you have learned.

I. VOCABULARY REVIEW:

These are words taken from the Glossary. Match the meanings in Column B with the Vocabulary words in Column A. There are two extra meanings in Column B.

Column A	Column B
___ 1. amnesty	a. one of a kind
___ 2. coarse	b. leaving an area in a large group
___ 3. unique	c. easy going
___ 4. tyrant	d. important
___ 5. superior	e. general pardon; forgiveness
___ 6. lenient	f. start or beginning
___ 7. crucial	g. taking away
___ 8. exodus	h. a cruel ruler
___ 9. origin	i. to not allow
___ 10. prohibit	j. oldest person in a group
	k. greater than another
	l. rough

II. REVIEW OF DETAILS

Choose the correct answers.

1. President Lincoln said that his "paramount" aim was:

___ a. to annex more territory.

___ b. to free the slaves.

___ c. to save the Union.

2. The Emancipation Proclamation freed slaves:

___ a. in the entire United States.

___ b. over the age of 21.

___ c. only in parts of the South in revolt against the United States.

3. The radical Republicans felt that Reconstruction should be the task of:

___ a. the Executive branch.

___ b. the Legislative branch.

___ c. the Judicial branch.

4. The Louisiana Purchase resulted in the United States:

___ a. annexing Texas.

___ b. doubling in size.

___ c. annexing California.

5. The Homestead Act:

___ a. provided housing for poor people.

___ b. gave land to Native Americans.

___ c. opened western lands to farm families.

6. *A Century of Dishonor* was a book that dealt with:

___ a. the treatment of Native Americans.

___ b. slavery in the United States.

___ c. the problems of immigrants.

7. "Cheap money" was favored by:

___ a. bankers who loaned money.

___ b. farmers who were in debt.

___ c. most Americans.

8. Pools and trusts were forms of organization used by:

___ a. farm groups.

___ b. labor unions.

___ c. big business.

9. The "eight hour day" was favored by:

___ a. government officials.

___ b. labor unions.

___ c. big business.

10. Before 1880, most immigrants to the United States came from:

___ a. eastern Europe.

___ b. northern Europe.

___ c. southern Europe.

11. The aim of the "Gentlemen's Agreement" was to:

___ a. keep Japanese from emigrating to the United States.

___ b. improve trade with Japan.

___ c. help immigrants find jobs.

12. In 1896 the People's Party:

___ a. supported the Democrats.

___ b. supported the Republicans.

___ c. ran its own candidate for president.

III. WHO AM I?

Choose the correct answer.

___ 1. I was a black abolitionist.

a. William Lloyd Garrison.

b. Frederick Douglass.

c. Charles Sumner.

___ 2. I wrote a book telling about the poor treatment of Native Americans.

a. Rutherford B. Hayes.

b. Helen Hunt Jackson.

c. Thaddeus Stevens.

___ 3. I was a leader of the "farm revolt" of the 1870s and 1880s.

a. Mary Elizabeth Lease.

b. Helen Hunt Jackson.

c. James Mellon.

___ 4. I organized the United States Steel Corporation, the first billion dollar American corporation.

a. Andrew Carnegie.

b. J. P. Morgan.

c. Jay Gould.

___ 5. I organized the Standard Oil Company.

a. Frederick W. Taylor.

b. James Mellon.

c. John D. Rockefeller.

___ 6. I led the American Federation of Labor.

a. Eugene V. Debs.

b. Samuel Gompers.

c. Jay Gould.

___ 7. I was a president of the United States in the 1890s.

a. Henry Cabot Lodge.

b. Grover Cleveland.

c. Charles Sumner.

___ 8. I delivered the "cross of gold" speech in 1896.

a. William Jennings Bryan.

b. Grover Cleveland.

c. William McKinley.

___ 9. I was president of the United States during the Spanish-American War in 1898.

a. Grover Cleveland.

b. William Jennings Bryan.

c. William McKinley.

___ 10. I developed the use of "mass production" in my factories.

a. Eugene V. Debs

b. Henry Ford

c. John D. Rockefeller

Glossary

To the student: Some of these words have more than one meaning. The meaning given in this Glossary is for the word as it was used in the reading selections in this book.

A

ABANDONED (14) given up
ABOLISH (1) to do away with something
ABSTAIN (3) - to hold back from doing something
ACQUIRED (1) - getting something
ADJOURNED (5) - ending a meeting for a period of time
AFFIRMED (1) - agreed to
AGITATOR (11) person trying to stir up interest of people
AGRARIAN (13) dealing with farms or a farm area
ALIEN (12) against certain ideas (can also mean a person in a new land)
ALLAY (7) to calm the fears of people
AMNESTY (5) forgiveness or general pardon for wrongdoing
ANARCHIST (11) person who is against all organized forms of government
ANGLO-SAXON (14) English people
ANNEXED (14) adding on other lands to a country
APPLICABLE (14) fitting, right
ARSON (7) crime of setting fire to other people's property
ASSIMILATE (8) to become completely a part of another group
AUTHORITY (5) power given to a person or a government

B

BARRING (12) not allowing
BEGETS (12) brings on; gives birth to
BIGOTRY (12) dislike of others for racial and religious reasons
BONDAGE (7) being held in slavery
BONDSMEN (4) slaves
BOSH (2) nonsense
BOYCOTT (11) organized refusal by many people to buy or use a product
BULL-DOZING (7) using threats and force
BUSHEL (9) a standard measure of weight for grain

C

CAPACITY (4) ability to do something
CAPITALIZED (10) value of a company in terms of money
CAUCASIAN (3) usually taken to mean white people
CHARACTERISTICS (12) things making a person different from others
CHATTEL (7) personal property; slaves
CITADEL (4) central place; fort
CLASSICAL (3) work having long standing value
COARSE (2) rough
COLONY (14) an area and its people ruled by another country
COLOSSAL (10) very large
COMMENDED (4) praised
COMPETENCY (1) ability to do something well
COMPETENT (2) able to do things correctly
COMPROMISE (1) settlement of a quarrel by an agreement by both sides
CONCEDING (1) agreeing to the points made by another party in a dispute
CONDEMN (14) to declare an action to be wrong
CONSERVATIVE (14) person who wishes to keep the ways of the past
CONTIGUOUS (14) areas next to one another
CORRUPTION (6) dishonesty in business or government
CREDIT (9) loan or goods given on promise to pay later
CRITICS (3) people judging actions and efforts of others
CRUCIAL (9) important
CRUDE (11) rough; unfinished

D

DECLINE (8) to refuse something
DEGRADE (14) to insult someone or "put them down"
DENOUNCE (13) to charge someone with wrongdoing
DESOLATE (6) unhappy
DESPAIR (9) having no hope
DIE (14) part of a machine used for stamping out items of a certain shape
DISHONOR (8) bringing shame upon a person

DISPUTE (5) argument; fight
DISUNION (1) a break up of the United States of America
DOCTRINE (8) rule of law; policy
DOMINATE (13) having power over others

E
EFFICIENCY (10) doing things with little waste of time, money, and effort
EQUIVOCATE (1) being unable to decide
ELEMENTARY (10) first or easiest
ELEMENTS (6) forces of nature (wind, rain, sunshine)
ELIMINATE (10) to do away with
EMIGRATION (12) moving from one country or area to another
EMOTIONAL (3) having great feeling
EMPLOYERS (11) persons hiring others
ENROLLMENT (4) signing up as members of a group
ETERNAL (6) forever
EXCLUSION (12) kept out of a place
EXCLUSIVELY (5) intended only for one person or group
EXILE (7) person having to leave his or her land
EXODUS (7) leaving an area in a large group
EXORBITANT (7) amount greater than is reasonable
EXPEDITION (4) journey made for a purpose
EXTERMINATION (8) killing off in large numbers

F
FACILITIES (9) things to make a job easier
FAMILY FARM (6) farm providing products for the livelihood of a family
FLOG (1) to whip someone
FRANTIC (2) wild with fear or anger
FRATERNAL (12) brotherly or friendly
FRAUD (8) act involving cheating or trickery
FUGITIVE (1) person fleeing from the law; slave fleeing from a master
FUSED (2) joined together

G
GO-GETTER (10) person who gets things done
GORGES (6) deep narrow passes between steep heights

H
HARSH (5) strong enough to be cruel
HAUGHTY (7) feeling of great pride in self
HAVERSACK (2) canvas bag used for carrying food or other items
HOMESTEAD (7) area where a family makes its home
HOSTILE (7) not friendly
HUMILIATE (14) to shame someone
HUMILITY (2) not showing self-pride or satisfaction

I
ILLITERACY (12) not able to read
IMBUED (7) filled with a feeling
IMMIGRANTS (12) people who have moved to a foreign land
IMMIGRATION (12) movement of people from one land to another
IMPLORING (2) asking or begging
INDIFFERENT (11) not caring about something
INFECTED (14) being affected by an outside force
INFERIOR (1) less important than others
INFINITE (11) very great; without limits
INFLATION (9) rapid rise in prices and wages
INJECTION (14) bringing an outside force within a situation
INSCRIBED (12) written
INSURRECTION (3) revolt
INTEGRITY (13) being honest and proper
INVOLUNTARY (7) done without effort or agreement of a person

J
JUDGMENT (7) opinion or feeling expressed by someone
JURISDICTION (7) - power or authority in legal matters

K
KNAVE (2) dishonest person

L
LENIENT (5) easy going
LIBERAL (14) person who favors changes; forward looking
LITERARY (12) involved with books
LOCKOUT (11) when workers are ordered out of the factory by their employer

M
MAJOR (14) very important
MALAYS (14) people from Malaya in Southeast Asia
MERCILESS (8) without pity
MERGE (10) bring together
MIGRATE (8) move from one place to another
MINORITIES (14) racial or ethnic people who are part of the larger population
MOCKED (2) made fun of someone
MODERATE (5) beliefs that are not too different from those held by most others
MODIFICATION (1) changes made
MORALE (2) feelings within a group
MUSTER (4) to gather for military duty

N
NATIVIST (12) native born American who was opposed to immigrants

O
OPPOSED (1) against someone or something
OPPRESSION (7) harsh and unjust policies against a group
ORATOR (1) powerful speaker
ORDINANCE (6) law
ORIGIN (8) start or beginning

P
PARAMOUNT (1) first, or most important
PARTIAL (2) in favor of someone
PERIL (2) danger
PERISH (3) die
PERSECUTED (7) troubled or annoyed by others for religious or social reasons
PICKETING (11) striking workers with signs trying to keep others from going to work
PICKETS (2) military group posted to protect a unit
PLUNDERINGS (7) goods taken by force
PRAIRIE (6) large level grassland in midwest United States
PREJUDICE (4) dislike that is not based on facts or reason
PRESERVING (1) saving for a later time
PROCURE (10) to buy or otherwise take over
PRODUCTIVITY (10) the rate at which goods are produced
PROHIBIT (4) to not allow
PROVINCES (5) areas of a country with their own local government agencies
PROVISIONAL (5) serving for the time being

Q
QUAKING (4) shivering or shaking
QUALIFIED (6) able to do something
QUEST (6) search
QUOTA (12) an assigned share of a larger group

R
RACE (14) one of the larger groups of humankind (the major races are the Caucasian, Negroid, and Mongoloid races)
RACIST (8) thinking that one's own race is superior to another
RADICAL REPUBLICAN (5) Republicans favoring strong action against the South after the Civil War.
RAVINES (6) long, deep hollows in the earth
RECONSTRUCTION (5) policy to be used in bringing the South back into the Union after the Civil War
RECOUNTED (10) told
RECRUITMENT (4) signing up soldiers and sailors for active duty
REDRESS (11) to correct a wrong act; set right a wrong
REFUSE (12) [REFF-yoos] garbage; trash
REINAUGURATE (5) to make a new start for a program
REJECT (1) to refuse; not to accept
RELIABLE (4) able to be trusted
REMEDY (11) way to overcome a problem
REPUBLICAN (5) government by elected officials (also name of a political party)
RESENTED (2) anger at something said or done
RESISTANCE (5) effort to prevent something
RESTORATION (5) put back in use or in power
RESUME (5) to begin again
RETROACTIVE (4) going into effect as of a time in the past
RIGHTEOUS (13) a correct and proper way of doing something
RURAL (9) having to do with a farm area; small town area

S
SCORNFULLY (4) said or done without respect
SECESSION (1) action of a state in leaving the United States
SERVILE (3) slave

BEST COPY AVAILABLE

SERVITUDE (7) service by a slave or a servant
SHABBY (4) ragged; run down
SLOVAK (12) person from area of Slovakia (present day eastern Czechoslovakia)
SLOVENIAN (12) person from Slovenia (present day Yugoslavia)
SOCIALIST (11) person favoring government ownership of means of production
SOD (6) earth containing grass and grass roots
SOLIDARITY (11) group acting together for a purpose
SORDID (9) mean and dirty
SPECULATOR (6) one who takes great risks to make profits buying and selling
SPONSORED (5) given backing by a person or group
SQUABBLING (12) arguing
STABILITY (13) fixed or steady condition
SUBJUGATE (10) to keep under control by use of force or threats
SUPERIOR (1) greater than another
SUPPRESSED (5) kept down by force
SUPREMACY (1) having power greater than others

T
TEAMS (6) horses or oxen hitched to a wagon
TEAMSTERS (4) persons driving teams or trucks
TEEMING (12) filled with people; heavy rain
TIMBREL (3) an ancient musical instrument
TRACT (6) an area of land
TRAITS (12) special qualities of a person
TRANSCONTINENTAL (6) stretching across a continent
TRIUMPHED (3) won
TYRANT (2) a cruel ruler

U
ULTIMATE (11) most distant; end
UNIFICATION (10) joining together separate states
UNIMPAIRED (1) not damaged
UNREMITTING (9) not earning money or a profit
UNWARRANTABLE (3) not deserving to be done
URBAN (9) large town or city area
UTILIZED (14) made use of

V
VAGABOND (8) tramp; drifter
VERGE (13) edge
VESTED (5) put in control of persons or property
VETO (5) refusal by the president to sign a bill
VINTAGE (2) crop of grapes; wine from a crop of grapes
VIOLENCE (11) force doing damage or injury
VOLUNTEER (2) one who agrees on his or her own to do a task

W,X,Y,Z
ZION (2) related to heaven or the heavenly city

(The Numbers refer to the Lesson in which each term first appeared.)

83

TEACHER'S GUIDE

B263

New Directions for the United States

BOOK III

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, Ph.D.

84

EDUCATIONAL ACTIVITIES, INC.
Freeport, NY 11520

ABOUT THE AUTHOR

Jack Abramowitz, Ph.D., Columbia University, has been a teacher since 1945. He has been a consultant to many cities and school districts in all parts of the United States. He is the author or co-author of several textbooks, and has contributed articles to scholarly journals.

CREDITS

Editor	Rosalie Dow
Editorial Assistants	Lauren Kriz Janice Riddick Frances Stern
Type Design	Fredda Gordon
Printed by	Michael Graphics, Inc.
Cover Design	Ray Ringston

The selections from *The Red Pony*, by John Steinbeck, are used courtesy of Viking Press.

Unless otherwise noted, all portraits shown are from *Dictionary of American Portraits*, Dover Pictorial Archives Series.

Our authority for facts and figures was *The World Book Encyclopedia.*

© MCMLXXXIX by Activity Records, Inc. Freeport, NY

ISBN 0-89525-863-3

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means without permission in writing from the publisher.

Printed in the U.S.A.

OVERVIEW:

This skills-text is one of four books in the READINGS IN AMERICAN HISTORY series. The skills-texts in this series are designed to provide the pupils with ancillary materials that are high in interest level but within acceptable concept and reading grade levels.

The skills-texts in READINGS IN AMERICAN HISTORY present the pupil with opportunities to develop and improve reading and comprehension skills in a subject matter context. At the same time, the materials contained in the skills-text can help to illuminate certain periods in American history and to enrich and extend pupil understandings.

NEW DIRECTIONS FOR THE UNITED STATES is Book III of the READINGS IN AMERICAN HISTORY series. It covers the period from the Civil War to 1900. This skills-text, and the others in the series, are not intended as comprehensive standard texts developed around the academic discipline of an American history program. Instead, they have the function of filling in the "cracks" that exist in standard texts that are spread thin when they try to cover the many areas of the subject matter that are curriculum mandated.

The Table of Contents for Book III, NEW DIRECTIONS FOR THE UNITED STATES, includes the following items:

Lesson

1. **THE ISSUES IN THE CIVIL WAR**
2. **LETTERS AND DIARIES FROM THE CIVIL WAR**
3. **EMANCIPATION**
4. **BLACK SOLDIERS IN THE CIVIL WAR**
5. **THE EFFORT AT RECONSTRUCTION**
6. **WESTWARD HO!**
7. **THE BLACK EXODUS**
8. **A CENTURY OF DISHONOR**
9. **THE FARMER'S REVOLT**
10. **THE RISE OF BIG BUSINESS**
11. **THE RISE OF LABOR UNIONISM**
12. **THE NEW IMMIGRANTS**
13. **THE ELECTION OF 1896**
14. **IMPERIALISM AND RACISM**

REVIEW

GLOSSARY

The brief quotations from primary sources, and the text narrative contained in NEW DIRECTIONS FOR THE UNITED STATES, provide insights of a more direct and personal nature than might exist in standard texts. For example:

- •Was slavery really the major cause of the Civil War?
- •What constitutional issues were involved in the clash between the executive and legislative branches during the period of southern Reconstruction?
- •How were blacks, Native Americans, and other minorities treated during the period after the Civil War?
- •What were the economic effects of the expanding American economy upon the workers, farmers, and business people?
- •How did imperialism become a factor in American life?

AIMS:

These and other episodes in American histrory are presented in a manner suited to the age level and educational abilities of the pupils using the skills-text. But, in addition, the skills-text is designed and organized to accomplish certain aims. They are:

1. To provide information about the people and events in American history based upon primary source material.

2. To present primary source material in a format that will promote pupil understandings. This means avoiding lengthy quotes which, coupled with complex or arcane wording, can cast a pall over the reader, especially when the pupil is struggling to overcome existing learning disabilities manifested in reading and comprehension deficiencies.

3. To provide a narrative linking the primary source material in a manner that will help to promote pupil interest and expand understanding.

4. To provide written material that offers assistance for pupils who have significant deficiencies in reading, comprehension, and the skills associated with the social studies curriculum. This written material is accompanied by meaningful illustrations where appropriate.

5. To provide the elements of structure, support, and success that are so important to all pupils, but especially to those with existing disabilities.

ELEMENTS OF ORGANIZATION OF THE SKILLS-TEXT:

Structure

The skills-text is organized in a structured manner. Each Lesson is presented in a limited number of pages. Lessons are broken down, usually in two or three "Steps." The reader's attention is directed to the main thrust of each "Step" by questions, under the heading "Think About This," which precede each reading selection. The "Steps" are linked so that there is a clear beginning, middle, and ending to the complete Lesson. This structure helps to create a sense of assurance and gives the pupils a clearer idea of knowing what they are expected to learn.

The brief comprehension exercise that accompanies the reading selection in each "Step," and the more comprehensive skills exercises at the end of each Lesson, are another part of the structure element of the skills-text. It serves to organize the pupil's understanding and establish a rough measure of accomplishment. A structured learning environment is very likely to be best suited to the learning style of pupils whose learning disabilities included poor work habits and deficiencies in reading and comprehension.

Support

Pupils need supportive elements built into a text to help maximize learning. The skills-text provides these supportive elements in number of ways. They include:

1. The reading selections are broken down into "Steps" to ensure that pupils will not have to read beyond a point where their attention span might falter. This affords strong support to pupils with learning disabilities who might otherwise become discouraged by what is, for them, the difficult task of reading.

2. Providing vocabulary assistance by listing "Key Words" at the beginning of each "Step," and a Glossary at the back of the skills-text. Teachers should encourage pupils to try to find the meaning of the words in context, but the Glossary is available if it is needed. Pupils who use the Glossary will also be strengthening their dictionary-use skills.

3. Organizing the pupil's thoughts about the reading selection by presenting questions under the heading of "Think About This" at the beginning of each "Step." In some cases the pupil is also asked to "Do This," usually in terms of map skills work.

4. Including a variety of comprehension and skills exercises that are supportive in helping the pupil check on what he or she has learned. The pupil can refer back to the reading selection before answering the exercises, and this affords another supportive element. These exercises include:
   - •Finding Important Ideas (in reading selection of Lesson)
   - •True or False questions
   - •True, False, or Not Indicated (in the reading selection)
   - •Fact (having actual existence), or Opinion (belief not always supported by facts) questions
   - •Cause and Effect exercises
   - •Completion exercise
   - •Understandings (interpreting the meaning of quotations)

Additional supportive elements include the presentation of essay-type questions that allow pupil choices, suggest reasonable essay length, and focus strongly on topics with which pupils are likely to be familiar on the basis of what they have just read in the Lesson. Further support is given in the "Looking Ahead" exercise that links the Lesson with contemporary topics and promotes speaking skills by suggesting classroom discussion of the exercise.

Success

Success is important for all pupils, but it is particularly important for those with learning disabilities that include deficiencies in reading, comprehension, and oral and written skills. Such deficiencies can lead to expectations of constant failure with accompanying erosion of self-worth.

The attention given to vocabulary concepts, reading selection length, sentence length, reading levels, and appropriate skills exercises, can all provide the basis for successful learning experiences. This can help promote greater interest in all the educational skills and can also help to promote an improved self-image on the part of the pupil.

SUGGESTIONS FOR USING THE SKILLS-TEXT:

The skills-text, NEW DIRECTIONS FOR THE UNITED STATES, is not a standard American history text, and it can used in a variety of ways.

- •To develop reading skills, in a content area, in remedial reading classrooms or in the reading period of a class.
- • For individual reading assignments, especially for learning disability pupils, followed by a review of pupil responses by the teacher, and pupil-teacher discussion of the subject matter.
- •As extra assigned reading for pupils of varying abilities as a means for enriching planned classroom discussion.
- •As an individual reading assignment for homebound pupils.
- •As a basis for brief, extemporized pupil dramatizations along the lines of "You Are There" or "Sixty Minutes" (actually "Thirty Seconds" to accommodate the probable abilities of the pupils).
- •Incorporated into regular class sessions in any inductive-deductive type lessons, inductive type lessons, debate type lessons, directed reading type lessons, and report type lessons.

ANSWER KEY

LESSON 1:

page 2
STEP 1: CHECKING UP

1. O
2. F
3. F
4. F
5. O

page 3
STEP 2: CHECKING UP

1. N
2. T
3. T
4. T
5. N

page 5
STEP 3: CHECKING UP

1. O
2. F
3. F
4. O
5. O

SKILLS EXERCISES
A. Finding the Important Ideas

1, 2, 4

B. Examining issues

1. b
2. c
3. b
4. b

page 6
C. The Issues Involved

1. E
2. P
3. P
4. P

D. In Your Own Words
Answers will vary.

LESSON 2:

page 8
STEP 1: CHECKING UP

1. O
2. F
3. F
4. F
5. O

page 9
STEP 2: CHECKING UP

1. T
2. F
3. T
4. T
5. T

page 10
STEP 3: CHECKING UP

1. N
2. T
3. T
4. N
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4, 5

B. Examining Issues

1. b
2. b
3. a

page 11
C. In Your Own Words
Answers will vary.

LESSON 3:

page 13
STEP 1: CHECKING UP

1. F
2. T
3. T
4. T
5. F

page 15
STEP 2: CHECKING UP

1. F
2. O
3. F
4. O
5. F

SKILLS EXERCISES:
A. Finding the Important Ideas

1, 2

page 16
B. Examining Issues

1. b
2. b
3. b
4. c

C. In Your Own Words
Answers will vary.

LESSON 4:

page 18
STEP 1: CHECKING UP

1. O
2. F
3. F
4. F
5. O

page 19
STEP 2: CHECKING UP

1. N
2. F
3. T
4. T
5. T

Page 20
STEP 3: CHECKING UP

1. O
2. F
3. F
4. F
5. O

Page 20
SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4

Page 21
B. Examining Issues

1. c
2. b
3. a

C. In your Own Words
Answers will vary.

LESSON 5:

page 23
STEP 1: CHECKING UP

1. F
2. O
3. O
4. F
5. O

page 24
STEP 2: CHECKING UP

1. F
2. T
3. T
4. F
5. T

page 25
STEP 3: CHECKING UP

1. N
2. T
3. T
4. F
5. N

SKILLS EXERCISES
A. Finding the Important Ideas

1, 3, 5

B. Examining Issues

1. b
2. c
3. b
4. c

C. In Your Own Words
Answers will vary.

LESSON 6

Page 28
STEP 1: CHECKING UP

1. F
2. O
3. F
4. F
5. F

page 29
STEP 2: CHECKING UP

1. N
2. T
3. N
4. F
5. F

page 31
STEP 3: CHECKING UP

1. T
2. F
3. T
4. T
5. F

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 6

page 32
B. Examining Issues

1. b
2. c
3. a
4. b

C. In Your Own Words
Answers will vary.

D. Cause and Effect

1. C,E
2. C,E
3. C,E
4. E,C

LESSON 7

page 34
STEP 1: CHECKING UP

1. F
2. O
3. F
4. F
5. O

page 35
STEP 2: CHECKING UP

1. N
2. T
3. F
4. N
5. T

page 36
STEP 3: CHECKING UP

1. T
2. F
3. T
4. F
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas

2 ,3

B. Examining Issues

1. b
2. c
3. b

C. In Your Own Words
Answers will vary.

LESSON 8

page 40
STEP 1: CHECKING UP

1. F
2. O
3. F
4. F
5. F

page 41
STEP 2 : CHECKING UP

1. T
2. N
3. F
4. T
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 4

page 42
B. Examining Issues

1. b
2. a
3. c

C. In Your Own Words
Answers will vary.

LESSON 9

page 44
STEP 1: CHECKING UP

1. P
2. E
3. E
4. P
5. E

page 46
STEP 2: CHECKING UP

1. T
2. T
3. T
4. F
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4, 5

B. Examining Issues

1. a
2. b
3. c

page 47
C. Learning to Read Charts

1. a
2. b
3. c

D. In Your own Words
Answers will vary.

LESSON 10

page 49
STEP 1 : CHECKING UP

1. T
2. F
3. F
4. T
5. T

Step 2

p:age 51
STEP 2: CHECKING UP

1. O
2. F
3. F
4. F
5. F

SKILLS EXERCISES:

A. Finding the Important Ideas

2, 3, 5

B. Examining Issues:

1. b
2. b
3. a
4. b

page 52
C. Action and Result

1. R,A
2. A,R
3. A,R
4. R,A

In Your Own Words
Answers will vary.

LESSON 11

page 54
STEP 1 : CHECKING UP

1. F
2. T
3. F
4. T
5. T

page 56
STEP 2: CHECKING UP

1. F
2. O
3. O
4. F
5. F

page 57
SKILLS EXERCISES:

A. Finding the Important Ideas

2,3,4

B. Examining Issues

1. b
2. c
3. a
4. c

C. In Your Own Words
Answers will vary.

LESSON 12

page 59
STEP 1 : CHECKING UP

1. O
2. F
3. F
4. F
5. F

page 60
STEP 2: CHECKING UP

1. F
2. T
3. T
4. T
5. F

page 62
STEP 3: CHECKING UP

1. N
2. T
3. T
4. F
5. F

SKILLS EXERCISES:

A. Finding the Important Ideas

2, 3, 4

page 63
B. Examining Issues

1. c
2. b
3. b

C. Learning to Make Bar Graphs

D. In Your Own Words
Answers will vary.

93

LESSON 13

page 67
STEP 1: CHECKING UP

1. T
2. F
3. T
4. F
5. T

STEP 2: CHECKING UP

1.O
2. F
3. O
4. F
5. F

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4, 5

page 68
B. Examining Issues

1. c
2. c
3. b

C. In Your Own words
Answers will vary.

LESSON 14

page 70
STEP 1: CHECKING UP

1. T
2. T
3. F
4. T
5. T

page 72
STEP 2 : CHECKING UP

1. F
2. F
3. F
4. F
5. O

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 4

B. Examining Issues

1. b
2. c
3. a

C. Geography Skills

1. b
2. b
3. b
4. a
5. b
6. d

D. In Your Own Words
Answers will vary.

REVIEW

page 74
I. VOCABULARY REVIEW

1. e
2. l
3. a
4. h
5. k
6. c
7. d
8. b
9. f
10. i

II. REVIEW OF DETAILS

1. c
2. c
3. b
4. b
5. c
6. a
7. b
8. c
9. b
10. b
11. a
12. a

page 75
III. WHO AM I?

1. b
2. b
3. a
4. b
5. c
6. b
7. b
8. a
9. c
10. b

READINGS IN AMERICAN HISTORY
(IN THEIR OWN WORDS)

INCLUDES:

FROM NEW WORLD TO NEW NATION (B261)
GROWTH OF THE NEW NATION (B262)
NEW DIRECTIONS FOR THE UNITED STATES (B263)
THE UNITED STATES IN THE TWENTIETH CENTURY (B264)

ABOUT THE AUTHOR

Jack Abramowitz, Ph.D., Columbia University, has been a teacher since 1945. He has been a consultant to many cities and school districts in all parts of the United States. He is the author or co-author of several textbooks, and has contributed articles to scholarly journals.

CREDITS

Editor	Rosalie Dow
Editorial Assistants	Lauren Kriz Janice Riddick Frances Stern
Type Design	Fredda Gordon
Printed by	Michael Graphics, Inc.
Cover Design	Ray Ringston

(Unless otherwise noted, all portraits shown are from
Dictionary of American Portraits,
Dover Pictorial Archives Series)

EDUCATIONAL
ACTIVITIES, INC.
Freeport, N.Y. 11520